DRAFT

New York City K-8 SOCIAL STUDIES SCOPE & SEQUENCE

Department of Education

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introduction

THE NEW YORK CITY DEPARTMENT OF EDUCATION SOCIAL STUDIES SCOPE & SEQUENCE K-8

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S. character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

The New York City DOE *Social Studies Scope and Sequence* is a comprehensive framework for Social Studies teaching in grades K-8 that brings together national standards, the ten thematic strands and the New York State Core Curriculum (content, concepts, key ideas, understandings and performance indicators). Each grade is organized around suggested time frames for the teaching of core content (units of study) guided by essential questions. Within each unit of study are found the major content and concepts and their relation to specific standards, key ideas and performance indicators (referenced in green).

Included with each grade are the appropriate reading/writing and research skills from the Information Fluency Continuum, as developed by the New York City School Library System.

the ten thematic strands

I **Culture –** A people's way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II **Time, Continuity, and Change –** The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III **People, Places, and Environments –** The complex relationship between human beings and the environments within which they live and work.

IV **Individual Development and Identity –** The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V **Individuals, Groups, and Institutions –** The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people's lives.

VI **Power, Authority, and Governance –** The complex purposes and features of individuals and groups with respect to issues of power and government.

VII **Production, Distribution, and Consumption –** The role of resources, their production and use, technology, and trade on economic systems.

VIII **Science, Technology, and Society –** The significance of scientific discovery and technological change on people, the environment, and other systems.

IX **Global Connections –** The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X **Civic Ideals and Practices –** The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strands

thinking skills

It should be the goal of the instructor to foster the development of Social Studies thinking and process skills. The application of these skills allows students to understand and investigate important issues in the world around them. Inquiry-based units of study will include many or most of the following skills. These skills should be incorporated into students' instruction as developmentally appropriate.

Thinking Skills	– comparing and contrasting – identifying cause and effect – drawing inferences and making conclusions – evaluating – distinguishing fact vs. opinion – finding and solving multi-step problems – decision making – handling diversity of interpretations	**Sequencing and Chronology Skills**	– using the vocabulary of time and place – placing events in chronological order – sequencing events on a timeline – creating timelines – researching time and chronology – understanding concepts of time, continuity, and change – using sequence and order to plan tasks – setting priorities
Research and Writing Skills	– getting information – organizing information – looking for patterns – interpreting information – applying information – synthesizing information – supporting a position	**Map and Globe Skills**	– reading maps, legends, symbols, and scales – using a compass rose, grids, time zones – comparing maps and making inferences – interpreting and analyzing different kinds of maps – using cartographic tools – creating maps
Interpersonal and Group Relation Skills	– defining terms – identifying basic assumptions – identifying values conflicts – recognizing and avoiding stereotypes – participating in group planning and discussion – cooperating to accomplish goals – assuming responsibility to carry out tasks	**Graph and Image Analysis Skills**	– decoding images (graphs, cartoons, photos) – interpreting graphs and other images – drawing conclusions – making predictions

kindergarten

UNIT 1 SCHOOL AND SCHOOL COMMUNITY	UNIT 2 SELF AND OTHERS	UNIT 3 FAMILIES	UNIT 4 THE NEIGHBORHOOD
September–October	**November–December**	**January–March**	**April–June**
Essential Question: What is a school and what does it mean to be a good citizen of a school community?	***Essential Question: How are people unique?***	***Essential Question: Why are families important?***	***Essential Question: How do neighborhoods meet our needs?***
The School and Classroom Community: • Classrooms are organized for student learning 3.1a • A classroom has rules for all to follow 5.3b, 5.3c • Rules are important 5.1b • Children have classroom responsibilities 5.3b, 5.3c • Members of a classroom deserve to be heard and deserve respect 5.3b, 5.3c, 5.3f • Teachers are important to classrooms 3.1a • Teachers help students learn 3.1a • Schools are special purpose buildings 3.1a • A school community helps children learn 3.1a, 5.3b • Many people work in schools and have different jobs and responsibilities 5.3b, 5.3c • A school community helps in many ways (health, etc.) 5.3b • A school is made up of diverse people and students 3.1d • Members of the school community deserve to be heard and deserve respect 5.3b, 5.3f • School communities have missions, special songs, mottos 5.3b • Schools have rules for all to follow 5.3b, 5.3c	**Identity and Diversity:** • All people share common characteristics 3.1d • All people have needs (food, clothing, shelter) and wants (toys, games, treats) 4.1a • Needs and wants are satisfied in a variety of ways 4.1a • People are diverse 1.1a • People are unique 3.1d **People can be characterized by:** • gender (boy, girl) • physical characteristics (height, eye and hair color, age) 3.1d • ethnicity/culture (Spanish, Jewish, African-American, etc.) 3.1d • language (English, Korean, Arabic, Spanish, etc.) 3.1d • beliefs (cultural beliefs, religion) 3.1d **Developing Identity:** • Culture 3.1a, 3.1d • Family values 3.1a, 3.1d, 5.3c • School, teachers 3.1a, 3.1d, 5.3c • Friends 3.1a, 3.1d • Environment 3.1a, 3.1d, 3.1e	**The Family Structure:** • Families are important 1.2b • Families are made up of members 3.1a, 3.1d • Families can have a variety of structures (immediate and extended family) 3.1a, 3.1d • Families are diverse 3.1a, 3.1d • Families have diverse cultures and customs 1.2b, 3.1d • Families share customs and beliefs (religion) 1.2b • Families celebrate in different ways 1.2b, 3.1d • Families celebrate important days together (birthdays, Mother's Day, etc.) 1.2b, 3.1a, 5.3a • Family members have different jobs and responsibilities 3.1a, 5.3b, 5.3c • Families have rules and routines 3.1a, 5.3b, 5.3c • Family members care for and help each other 3.1a, 5.3b • Families have needs and wants (finances, economic decisions) 4.1f, 4.2a, 4.2b, 4.2c, 4.2d • Family members rely on each other 3.1a, 5.3c	**People and Neighborhoods:** • Neighborhoods have unique features (members, homes, schools, businesses, places of worship, libraries, parks, leaders, police/fire stations) 3.1a, 3.1d • A neighborhood is made up of many different families 3.1a, 3.1d • Neighborhoods reflect the languages and traditions of the people who live there 1.2a, 1.2b • Neighborhoods have rules and routines (garbage collection, street signs, crossing the street) 5.1b, 5.1c, 5.3b, 5.3c • People work in neighborhoods and have different jobs and responsibilities (police, store owners, sanitation workers, firefighters) 3.1a, 5.3b, 5.3c • People in neighborhoods rely on each other for goods, services and assistance 3.1a, 4.1a, 4.2 • Neighbors deserve respect and understanding 5.3b, 5.3f • Neighborhoods can be represented and located on a map 3.1b • A neighborhood is part of a borough 3.1c, 3.1d, 3.2a • New York City is made up of five boroughs 3.1c, 3.1d, 3.2a

UNIT 1 SCHOOL AND SCHOOL COMMUNITY	UNIT 2 SELF AND OTHERS	UNIT 3 FAMILIES	UNIT 4 THE NEIGHBORHOOD
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Essential Question: What is a school and what does it mean to be a good citizen of a school community?	***Essential Question: How are people unique?***	***Essential Question: Why are families important?***	***Essential Question: How do neighborhoods meet our needs?***
Community Geography: • Places in the classroom can be located using directions 3.1c • Places in the school and neighborhood can be located using directions 3.1c • Schools are located in neighborhoods 3.1c • A school and community/neighborhood can be located on a map 3.1c **Citizenship and Communities:** • People can be citizens of the school, neighborhood, and the United States 5.3b, 5.3c • Being a citizen involves rights and responsibilities 5.3 • Schools, neighborhoods, cities are part of The United States 1.1c, 1.3a, 1.3c, 5.3a • The flag is an important symbol of the U.S. 5.3a • U.S. residents recite the Pledge of Allegiance 5.3a • U.S. residents share special songs (“The Star Spangled Banner,” “America the Beautiful”) 5.3a • U.S. residents celebrate national holidays (Independence Day, Memorial Day, Thanksgiving, etc.) 5.3a • U.S. residents have rules and laws 5.1b, 5.1c, 5.3b	**Self as Learner:** • Learning is important 5.3c, 5.3f • People learn in different ways 3.1d • People learn from families and teachers 3.1a, 5.3c • People have various talents and abilities 3.1d • People change and grow as learners 3.1a **Developing Civic Awareness:** • Students help each other in many ways 5.3c • Considerate classmates are good citizens 5.3b, 5.3c, 5.3f • Being a citizen involves rights and responsibilities 5.3e, 5.3f • Communities/organizations identify/elect leaders 5.2f	• Families in New York City are urban families 3.1c, 3.1d • Families in cities share common characteristics 3.1d • Families use the city for work and leisure 3.1a, 3.1d **Family History:** • All families have a history 1.2b, 1.2c • Families change over time 1.2b, 1.2c • Family history can be shared (names, family trees, letters, old photographs, etc.) 1.2b, 1.2c, 1.4b, 1.4c, 3.1a • Family histories can be recorded 1.2b • Families have a cultural heritage 1.2b, 1.3b • Family histories may have started in other states/countries 1.2b • Families may have links/ties to other states/countries 1.1a • Family stories are passed down from one generation to another 1.2b, 3.1a • Families share folktales, legends, songs, dances, and oral histories 1.2b, 3.1a • Families have special foods, recipes 1.2b, 3.1a • Families share traditions 1.2b, 3.1a	• New York State is part of the United States 3.1c, 3.1d, 3.2a • The United States is made up of many different states 3.1c, 3.1d, 3.2a • The United States can be located on a map (states, land and water masses) 3.1b, 3.1c **School Neighborhood Study:** • Neighborhood walks and maps 3.1a • Local businesses and special purpose buildings 3.1a • Special features (parks, museums, hospitals) 3.1a • Neighborhood boundaries (e.g., East River, Hudson River, Gowanus Canal, highway, train tracks, etc.) 3.1c, 3.1d • Neighborhood design 3.1d • History of the school neighborhood 1.2a, 1.4b • Landmarks and monuments 1.3a, 1.4b • People (residents and workers) 3.1a, 3.1d • Visitors (tourists) 3.1a • Neighborhood architecture 3.1d • Transportation 3.1a, 3.1d, 3.1e • Local organizations 3.1a, 3.1d

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• The President is the leader of the U.S. 5.2f • Washington, D.C., is capital of the U.S. 3.1c, 5.2f, 5.3a			

Information Fluency Continuum

– Evaluate and use information
– Identify one or two key words about a topic, problem, or question
– Formulate questions
– Use materials to find answers to questions
– Demonstrate simple organizational skills
– Present facts and simple answers
– Read a variety of fiction and non-fiction for enjoyment and information
– Participate in discussions and listen well
– Show respect for the ideas of others
– Work collaboratively
– Show awareness of current events

grade 1

MY FAMILY AND OTHER FAMILIES: NOW AND LONG AGO

UNIT 1 FAMILIES ARE IMPORTANT	UNIT 2 FAMILIES, NOW AND LONG AGO	UNIT 3 FAMILIES IN COMMUNITIES	UNIT 4 THE COMMUNITY
September–October	**November–December**	**January–March**	**April–June**
Essential Question: Why are families important and how do they influence who we are?	***Essential Question: How do families grow and change over time?***	***Essential Question: What is a community?***	***Essential Question: How do communities provide for families?***
The Family Unit: • Families are a basic unit of all societies 1.1a, 1.1c • Families are important units 1.1a, 1.1c • Families are diverse 2.1c • Families have special structures 3.1a • There are many different kinds of family structures (nuclear, extended families) 3.1a, 3.1d • Families have needs and wants 4.1a • Families provide for needs and wants 4.1a, 4.1c • Family members have various roles, jobs, and responsibilities 3.1a • Families pass on knowledge, customs, language, traditions, etc. 1.2b • Families teach values and influence family members 1.2b • Families have rules and routines 5.3c • Family members care for each other 1.1c, 3.1a • Families celebrate in many ways (birthdays, holidays) 1.1c, 2.1c, 5.3a • Families are multi-generational (great-grandparents, grandparents, etc.) 3.1a	**Families Then and Now (Compare/contrast families today with families of long ago):** • Families have existed for a long time 2.2a • Families lived in other places and at different times 2.2a • Families change over time 1.2b, 1.2c • Families of long ago share similarities and differences with families today 1.2b, 2.2a **Looking at Change:** • Types of homes, buildings, architecture 3.1a, 3.1d • Clothing styles 3.1a • Travel and transportation 3.1a • Work and occupations 3.1a • Food, leisure time, entertainment 3.1a • Technology 1.3b, 3.1a • Education 1.1c, 3.1a • Population 3.1d, 3.2a • Role of women and children 1.1c, 3.1a **Family History:** • All families have a history (family members, family trees, photographs) 1.4a, 2.3c • The way families record their history changes over time (letters, photographs, videotapes) 1.2a, 1.2b	**The Community:** • Families are part of communities 1.2a • There are different kinds of communities (school, cultural, religious, ethnic) 1.4b • Places in a community can be located on a map and globe 3.1a, 3.1b • Cardinal directions can be used to locate places and physical features of a community 3.1c • Symbols represent places and can be used to locate geographic features and physical characteristics 3.1b, 3.1c • There are important places in communities (monuments, parks, public buildings and places) 1.1a, 3.1c • Communities celebrate holidays 1.1c, 5.3a • Communities/people affect the environment 3.1e • Communities have rules and laws 5.3b • Communities provide services to families 2.3a, 5.1c • People in communities rely on each other for goods and services 4.1a, 4.2 • There are natural and manmade resources in communities 3.1a, 4.1d **A Community Has a History:** • Communities change over time 2.2a • Changes in communities can be observed and recorded 1.4c, 2.2b	**Community Workers:** • People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c • There are people in the community who help families to solve problems 4.1f • There are people in the community who help in emergencies 4.1f • Community workers provide services 5.1c • Community workers are diverse 3.1d • Community workers interact 3.1a • Community workers and businesses change over time 2.2a • As communities develop new needs, jobs are created 3.1a **Community Economics:** • Families have needs 4.1a • Communities meet people's needs 4.1a, 4.2 • People in communities work to earn money to provide for their needs 4.1a, 4.1c, 4.2 • People make decisions about money 4.1a, 4.1b, 4.1c • Governments provide assistance to families and communities 5.1c • Problems arise when people want more than the community can provide 4.1b, 4.1c • People use tools, science and technology to meet their needs 4.1e

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Families Around the World: • Families can be found in communities around the world (China, Africa, Mexico, etc.) 2.1c • Families live in different kinds of communities 3.1a, 3.1d • All families have customs, traditions, and beliefs 1.1a, 1.2b, 2.1c • Families influence the language(s) spoken at home 1.1a, 1.2b • All families are interdependent (socially, culturally, economically) 1.2a, 4.2, 5.3 • Families provide for members in a variety of ways 4.1a, 5.3c • Families share work and leisure time 3.1a	• Families share a cultural heritage (songs, dances, food, costumes, stories, etc.) 1.1a, 1.2b • Family history is told through stories that are passed from generation to generation 1.2b, 2.1a • Families share special folktales, oral histories, biographies, legends 1.2b, 2.1a • Family values, traditions, and beliefs are taught and passed from generation to generation 1.2b • Families have celebrated special holidays for a long time 2.1c, 5.3a • Family growth and change can be documented (growth charts, photographs, videos, etc.) 1.2b, 2.4c, 3.1a • Family history can be plotted on a timeline 2.2b	• Special places/buildings in a community can reveal the community's history 3.2a • A community has historic significance (battle site, early settlement, burial grounds, parades) 1.3a • Different events and people shape a community's history 1.4b, 2.4b, 5.3a • Key historic figures/leaders of a community 1.3c, 5.2f • The settlement of communities 3.2a • Inhabitants of communities 3.1d • Communities are influenced by geography 3.2a • People in communities create monuments to commemorate important people and events (then and now) 1.3a, 5.1, 5.3a • Communities have special buildings to serve their residents (hospitals, courts, police stations) 5.1c • People show honor for their community, city, state and nation by respecting the flag and reciting the Pledge of Allegiance 5.1a, 5.3a • People respect, recall and commemorate the contributions of others to the community, city, state, and nation 1.3a, 5.1, 5.3a • New York City has many distinct and diverse communities 1.1a, 3.1d • New York City leadership (mayors, presidents—past and present) 5.2f	• People in communities conserve resources (recycling, etc.) 4.1b **Citizenship and Community:** • People are citizens of a community, city, state, and nation 5.1a, 5.3b • Citizens respect their community 5.3b, 5.3c • Citizens know and obey the community's rules and laws 5.3b, 5.3c • People can be community leaders 5.3e • Members of communities, cities, states, and nations have rights and responsibilities 5.1e, 5.3c, 5.3d, 5.3f • People elect officials to represent them 5.1a, 5.3e • People participate in the democratic process by voting responsibly 5.3e, 5.4 • Rules and laws can be changed 5.3e

Information Fluency Continuum

- Ask authentic questions
- Share information about a topic
- Make connections to prior knowledge
- Interpret information

- Recognize facts
- Find facts that answer specific questions
- Draw a conclusion about the main idea
- Use writing process to express new understandings
- Read a variety of fiction and non-fiction for enjoyment and information

- Participate in discussions and listen well
- Show respect for the ideas of others
- Work collaboratively
- Show awareness of current events

UNIT 1 OUR COMMUNITY'S GEOGRAPHY	UNIT 2 NEW YORK CITY OVER TIME	UNIT 3 URBAN, SUBURBAN, AND RURAL COMMUNITIES	UNIT 4 RIGHTS, RULES, AND RESPONSIBILITIES
September	**October–December**	**January–March**	**April–June**
Essential Question: How does geography influence where people choose to live and why?	***Essential Question: How and why did New York City change over time?***	***Essential Question: Why and how do communities develop differently?***	***Essential Question: What is the relationship between local government and the community?***
Geographic Terms and Features: • Maps and globes have special features 3.1c • Landforms, bodies of water, hemisphere, continent, country, state 3.1b • Location can be described using cardinal directions (north, south, east, west) 3.1c • Places have geographic and political boundaries 3.1c • New York City, New York State can be located on a map 3.1c • The U.S. can be located on a world map 3.1c • Maps provide information and have special purposes 3.1c, 3.2b • There are many different kinds of maps 3.2b • People who make maps use special tools 3.1b **Geography of New York City:** • New York City can be located on a map 3.1b, 3.1c • The five boroughs make up New York City 3.1d • People can read maps to learn about New York City 3.2a • Special buildings can be located on a map 3.1c • New York City contains many geographic features (canals, rivers, hills) 3.1b, 3.1d	**FOCUS: Case study of New York City as an urban community** – New York City is an urban community with special features 3.2a – features of New York City include skyscrapers, apartment buildings, factories, offices, houses, etc. 3.1e – there are many different types of industry in New York City (tourism, manufacturing, financial, etc.) 4.1e – New York City has a rich and diverse cultural heritage 1.2b, 1.4b – New York City is made up of neighborhoods that reflect diversity (Chinatown, Harlem, El Barrio, Little Italy, etc.) 1.1a, 1.2a, 1.4b – people in New York City travel in a variety of ways (subway, bus, car, ferry, tram, etc.) 3.1e – industries provide jobs for people in New York City 4.1e, 4.1f – New York City has many cultural institutions (mueums, historical societies, libraries, schools) 4.1f – people all over the world visit New York City 3.1a – New York City remains connected to its historical heritage (street and place names, old buildings, parades, museums, historical re-enactments, etc.) 1.1a, 1.2b	**Communities are Diverse:** • Communities can be characterized as urban, rural, or suburban 3.1d • Urban, rural, and suburban communities have special events, people, traditions, practices, and ideas 1.4b • Geography and natural resources shape where and how communities develop 3.1a, 3.1e, 3.2a, 3.2b • Environmental factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation) 3.1a, 3.1e, 3.2a • Features of urban, rural, and suburban communities are different 3.1d **FOCUS: Comparative case study of a suburban and rural community (Choose any U.S. suburban community and any U.S. rural community)** – rural communities are often far from each other, big towns or cities 3.1a, 3.1c, 3.1d – suburban communities are residential towns on the outskirts of a city or large town 3.1a, 3.1c, 3.1d – suburban homes are generally on smaller areas of land than rural homes 3.1a, 3.1d – suburban homes are usually located in neighborhoods 3.1a, 3.1d	**Communities and Government:** • Communities need rules and laws to solve problems and resolve conflicts 5.1a, 5.1b, 5.4b • People need rules for the use of community resources 5.1c • People elect community leaders to make, enforce, and interpret rules and laws 1.1b, 5.3e • Rules and laws have changed over time to meet the needs of community members 5.1b, 5.1c, 5.4 • Community members are united by symbols of citizenship (the U.S. flag and its display and use, the Pledge of Allegiance, and national holidays) 1.1c, 5.1c, 5.3a **FOCUS: Case study of local New York City government** – the three branches of government in New York City 5.2e, 5.2f – local leaders and elections (mayor, deputy mayor, city council, borough presidents, community boards) 5.2e, 5.2f – city government departments (Department of Education, Transportation, Health, etc.) 5.2e, 5.2f – government buildings and their functions (City Hall, courts, post office, etc.) 5.2e

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Essential Question: How does geography influence where people choose to live and why?	***Essential Question: How and why did New York City change over time?***	***Essential Question: Why and how do communities develop differently?***	***Essential Question: What is the relationship between local government and the community?***
• Geographic features influence communities 3.1e, 3.2a • Communities use human and natural resources in different ways 2.3c, 3.1a, 3.1d, 4.1d • A community's location is relative to other communities 3.1c • People adapt and make changes to the environment 3.1e • New York City has unique geographical features (East River, Hudson River, Lower New York Bay, Atlantic Ocean, canals, etc.) 3.1b. 3.1c • New York City communities are close to bodies of water 3.1b, 3.1c, 3.2a • Waterways are important to New York City 3.1a, 3.2a • New York City is made up of many islands, large and small, habited and uninhabited 3.1b, 3.1c, 3.2a • The islands of New York City are connected by bridges and tunnels 3.1e, 3.2a • New York City has a unique landscape 3.1d • New York City's vegetation and wildlife 3.1d • New York City has both a physical and cultural landscape 3.1d • New York City residents are influenced by the geography (travel, jobs, architecture, etc.) 3.2a	– New York City communities are connected by a system of bridges and tunnels 3.1d, 3.1e **New York City Long Ago:** • New York City has changed over time and will continue to change in the future 1.1, 1.2, 1.4 • The cultural landscape of New York City includes old and new features (historic buildings, skyscrapers) 2.2d • New York in the 1600s was inhabited by various Native American peoples 1.2, 1.3a • Famous explorers arrived in present day New York City (Henry Hudson) 1.1a • The Dutch and English influenced early New Amsterdam, New York City 1.1a **Looking at Change:** • New York City changed and grew during the 1700s, 1800s, 1900s • Physical environment 3.1d, 3.1e • Population/ immigration/migration 1.1a, 1.2a, 1.4b • Size, shape, homes and buildings 1.3a, 1.3b, 3.1e • Use of natural resources 3.1a, 4.1d • Methods of transportation 3.1a, 3.1d, 3.1e • Jobs and industry 3.1a, 4.1c, 4.1e • Technological advances 1.3b • Evolution of communities and neighborhoods 1.1a, 1.2a, 1.4b	– rural areas may have limited public services (hospitals, police, public transportation, etc.) 3.1a, 3.1d, 4.1f – suburbs have lower populations than urban communities 3.1a, 3.1d – rural communities have lower populations than suburban communities 3.1a , 3.1d – types of transportation in rural and urban communities may be different 3.1a, 3.1d, 3.1e – people in suburbs often commute to cities for work 3.1a, 3.1d, 3.1e – U.S. suburbs are growing 3.1a, 3.1d – people in rural areas may work where they live 3.1a – agriculture is an industry in rural communities 3.1a, 3.1d, 4.1d – vegetation and wildlife may be more abundant in rural areas 3.1a, 3.1d – there are advantages and disadvantages to living in both rural and suburban communities 1.2a, 3.1a, 3.1c, 3.1e, 3.2a, 4.1a, 4.2 – migration patterns exist in all communities (urban to suburban, suburban to rural, etc.) 3.1a	• Participation in decision making, problem solving, and conflict resolution 2.3a, 5.1d, 5.3e, 5.3f, 5.4 • Community leaders represent the people in a neighborhood, borough, city, state, etc. 5.2b • Community resources provide public services (library, hospital, playground, etc.) 3.1a, 4.1a, 4.1c, 4.1f • Community resources require community workers (fire fighters, police officers, sanitation workers, teachers, etc.) 3.1a, 4.1a, 4.1c, 4.1f • New York City as a commercial, industrial, tourism center 3.1d • State and national leaders are elected (governor, senators, president) 5.2f • Local government's relationship to national government 5.2d, 5.2e • New York City's relationship to global leaders (United Nations) 5.1e

Information Fluency Continuum

- Ask authentic questions
- Identify overall “big picture” idea
- Ask “I wonder” questions
- Select and use appropriate sources to answer questions
- Draw a conclusion about the main idea and supporting details
- Use simple note-taking strategies
- Use writing process to express new understandings
- Read a variety of fiction and non-fiction for enjoyment and information
- Participate in discussions and listen well
- Show respect for the ideas of others
- Work collaboratively
- Credit sources by citing author and title
- Draw conclusions about the effects of current events

UNIT 1 INTRODUCTION TO WORLD GEOGRAPHY AND WORLD COMMUNITIES	UNIT 2–7 CASE STUDIES OF A COMMUNITY IN AFRICA, ASIA, SOUTH AMERICA, THE CARIBBEAN, MIDDLE EAST, EUROPE, SOUTHEAST ASIA, OR AUSTRALIA *TEACHER SHOULD SELECT 3-6 WORLD COMMUNITIES TO STUDY THAT REFLECT DIVERSE REGIONS OF THE WORLD*			
September–October	**November–June**			
Essential Question: What are the important features of communities throughout the world?	***Essential Question: How do culture, history, geography, people, and government shape the development of a community?***			
World Geography: • Hemispheres, continents and countries can be located on world maps and globes 3.1b, 3.1c, 3.2a • Different kinds of maps are created to provide specific information 3.1b, 3.1c, 3.2a • Continents and countries have geographic features such as oceans, rivers, mountains, etc. 3.1b, 3.1c, 3.2a • Places can be located using cardinal and intermediate directions 3.1c • Places be located relative to distance from Equator and Prime Meridian (scale, latitude, and longitude) 3.1c • People adapt to the environment 3.1e • Communities use human and natural resources in different ways 2.3c, 3.1d, 4.1d	**Example 1: Africa** – large and diverse continent 3.1c – located and identified by geographical features 3.1b, 3.1c, 3.1d – many unique features (Sahara Desert, savannah, rainforest, Great Rift Valley, rivers, mountains, etc.) 3.2a – variety of climates (arid, semi-arid, tropical, etc.) 3.2a – described by regions (North, Sub-Saharan, and South Africa, etc.) 3.2a – contains many different countries 3.2a – connected and separated by rivers and waterways and other geographic features (Nile River, Lake Victoria, Suez Canal) 3.2a – natural resources (diamonds, gold, oil, ebony) 3.1d, 3.1e – vegetation and wildlife (lions, zebras, rhinoceros, gorillas, etc.) 3.1d	**Example 2: Asia** – large and diverse continent 3.1c – located and identified by geographical features 3.1b, 3.1c, 3.1d – many unique features (Gobi Desert, Himalayas, volcanoes) 3.2a – variety of climates (tropical, sub-tropical, etc.) 3.2a – described by regions (East Asia, Central Asia, South Asia, Southeast Asia) 3.2a – many islands and archipelagos 3.2a – contains many different countries 3.2a – connected and separated by rivers and waterways and other geographic features (Ganges, Yangtze, Himalayas) 3.2a – natural resources (petroleum, forests) 3.1d, 3.1e – vegetation and wildlife (tigers, pandas, orangutans, Asian elephants) 3.1d	**Example 3: Europe** – diverse continent 3.1c – located and identified by geographical features 3.1b, 3.1c, 3.1d – many unique features (the Alps, pine forests, fjords) 3.2a – variety of climates (frigid, mild, etc.) 3.2a – described by regions (Eastern Europe, Western Europe) 3.2a – many islands and peninsulas (Greece) 3.2a – contains many different countries 3.2a – connected and separated by rivers and waterways (Siene, Thames, Rhine, Mediterranean Sea) and other geographic features 3.2a – natural resources (olives, grapes, fish, coal, forests) 3.1d, 3.1e – vegetation and wildlife (wolves, sheep, red squirrels, reindeer) 3.1d	**Example 4: South America** – large and diverse continent 3.1c – located and identified by geographical features 3.1b, 3.1c, 3.1d – many unique features (rain forest, islands, mountains, glaciers) 3.2a – variety of climates 3.2a – contains many different countries 3.2a – many islands (Galapagos) 3.2a – connected and separated by rivers and waterways and other geographic features (Amazon, Panama Canal, Strait of Magellan) 3.2a – natural resources (minerals, oil) 3.1d, 3.1e – vegetation and wildlife (capybara, llama, jaguar, macaw, vampire bat) 3.1d

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September–October	**November–June**			
Essential Question: What are the important features of communities throughout the world?	***Essential Question: How do culture, history, geography, people, and government shape the development of a community?***			
Culture, Civilization, and Historical Time • All countries and civilizations have culture 2.1c • Culture encompasses all that people do, create, value, and believe 2.1c • Cultures and civilizations develop and change over time 2.1c, 2.2d • Countries and civilizations have cultural landscapes (pyramids, silos, windmills, skyscrapers) that include old and new features 2.2d • Historical time can be measured and represented by timelines (eras [BCE/CE], millennia, centuries, decades) 2.2a, 2.2b, 2.2c • Changes can be observed in a person's way of life (transportation) 4.1, 5.1 • All peoples have rich cultural traditions that are passed down from generation to generation in a variety of ways 2.1	**FOCUS: Case study of an African community (Nigeria, South Africa, Zimbabwe, etc.)** – location and key geographical features 3.1c – impact of geography and climate 3.1e, 3.2a – people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b – economic systems and trade (marketplace) 4.1e, 4.1f, 4.2 – important contributions (inventions, folk tales, resources, etc.) 2.1c – the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c. 2.2d – celebrations and important events 2.4c – family structures, religion, school, work and leisure time 2.1c, 2.4b – differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e	**FOCUS: Case study of an Asian community (China, Japan, Vietnam, etc.)** – location and key geographical features 3.1c – impact of geography and climate 3.1e, 3.2a – people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b – economic systems and trade 4.1e, 4.1f, 4.2 – important contributions (inventions, folk tales, resources, etc.) 2.1c – the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c. 2.2d – celebrations and important events 2.4c – family structures, religion, school, work and leisure time 2.1c, 2.4b – differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e	**FOCUS: Case study of a European community (England, Italy, Sweden, Romania, etc.)** – location and key geographical features 3.1c – impact of geography and climate 3.1e, 3.2a – people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b – economic systems and trade 4.1e, 4.1f, 4.2 – important contributions (inventions, folk tales, resources, etc.) 2.1c – the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c. 2.2d – celebrations and important events 2.4c – family structures, religion, school, work and leisure time 2.1c, 2.4b – differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e	**FOCUS: Case study of a South American community (Brazil, Peru, Argentina, etc.)** – location and key geographical features 3.1c – impact of geography and climate 3.1e, 3.2a – people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b – economic systems and trade 4.1e, 4.1f, 4.2 – important contributions (inventions, folk tales, resources, etc.) 2.1c – the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c. 2.2d – celebrations and important events 2.4c – family structures, religion, school, work and leisure time 2.1c, 2.4b – differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e

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September–October	**November–June**			
Essential Question: What are the important features of communities throughout the world?	***Essential Question: How do culture, history, geography, people, and government shape the development of a community?***			
• All peoples have beliefs, religion, traditions 2.1a, 2.1c • All peoples provide for their needs in a variety of ways (food, clothing) 2.1c, 2.3c, 4.1a	– development of government 5.1a, 5.1c, 5.1e – symbols and national holidays 5.3a – changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2 – key events and people in history 2.3b, 2.4a – challenges of current issues and problems 2.2a	– development of government 5.1a, 5.1c, 5.1e – symbols and national holidays 5.3a – changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2 – key events and people in history 2.3b, 2.4a – challenges of current issues and problems 2.2a	– development of government 5.1a, 5.1c, 5.1e – symbols and national holidays 5.3a – changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2 – key events and people in history 2.3b, 2.4a – challenges of current issues and problems 2.2a	– development of government 5.1a, 5.1c, 5.1e – symbols and national holidays 5.3a – changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2 – key events and people in history 2.3b, 2.4a – challenges of current issues and problems 2.2a

Information Fluency Continuum

– Ask authentic questions
– Use prior knowledge to make predictions about new information
– Select and use appropriate sources to answer questions
– Use at least two sources for research projects
– Question text during reading and listening
– Use simple note-taking strategies
– Match information found with questions and predictions

– Interpret or explain main idea and support with evidence
– Use writing process to express new understandings
– Create a product with a beginning, middle, and end
– Speak clearly to convey meaning
– Select and present creative products in a variety of formats
– Identify and evaluate the important features for a good product

– Read a variety of fiction and non-fiction for enjoyment and information
– Participate in discussions and listen well
– Show respect for the ideas of others
– Work collaboratively
– Credit sources by citing author and title
– Draw conclusions about the effects of current events

grade 4 LOCAL HISTORY AND GOVERNMENT

UNIT 1 NATIVE AMERICANS: FIRST INHABITANTS OF NEW YORK STATE	UNIT 2 THREE WORLDS MEET	UNIT 3 COLONIAL AND REVOLUTIONARY PERIODS	UNIT 4 THE NEW NATION	UNIT 5 GROWTH AND EXPANSION	UNIT 6 LOCAL AND STATE GOVERNMENT
September–Mid-October	Mid-October–November	December–January	February–Mid-March	Mid-March–April	May–June
Essential Question: How did Native Americans influence the development of New York?	***Essential Question: How did three diverse cultures interact and affect each other?***	***Essential Question: How did the American Revolution affect lives in New York?***	***Essential Question: What does it mean to be free?***	***Essential Question: What was the effect of industrial growth and increased immigration on New York?***	***Essential Question: What is the relationship between governments and individuals?***
Geography: • Location of New York State in relation to other states (countries/world/ bodies of water) 3.1b, 3.1c, 3.1d, 3.2a • Geographic features of New York State and New York City 3.1a, 3.1c, 3.1d, 3.2a • Important bodies of water, landforms, mountains, etc., of New York 3.1a, 3.1c, 3.1d, 3.1e, 3.2a • Location of the Iroquois/ Algonquian territories of New York 1.1a, 3.1d, 3.1e, 3.2a **First Native Inhabitants of New York State:** • Algonquians, Iroquois 1.1a, 1.3a, 5.1d • Role of climate, environment, animals, natural resources in the location and development of Native American cultures in New York State 3.1a, 3.1d, 3.1e	**Exploration:** • Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices) 4.1c, 4.1f, 4.2c • Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) 1.1a, 1.3a, 1.4a, 1.4c, 2.1a, 2.1c, 2.3a, 2.4a, 2.4c • Three worlds interact: European, African and Native Americans 1.1a, 1.4a, 1.4c, 2.1a, 2.1c, 2.3a, 2.4a, 2.4c **FOCUS: Case study of early New Amsterdam/ New York:** – Dutch, English and French influences in New York State 1.1a, 2.1c, 2.3a, 3.1a, 3.1e	**The 13 Colonies:** • The role of geography in the establishment of colonies 3.1a, 3.1b, 3.1c, 3.2a • Colonists come to the Americas for a variety of economic, political, and religious reasons 1.1a, 3.2a, 4.1e, 5.1d • The New England, Middle, and Southern colonies have distinct characteristics (social/cultural, political, economic, scientific/technological, religious) 1.1a, 1.1c, 1.2a, 1.2b, 1.3a, 1.3b, 1.4b, 1.4c • The 13 colonies and mercantilism theory 4.1a, 4.1d, 4.1e, 4.1f • Colonies furnish England with raw materials 4.1a, 4.1c, 4.1e, 4.1f	**The Challenge of Independence:** • Role of New York in the development of the new nation 1.1a, 3.2a, 3.2b, 3.2c **Ideas/Ideals About Freedom:** • Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New York State Constitutions) 1.1b, 1.3c,1.4a, 1.4b,1.4c, 5.2a, 5.2b, 5.2c, 5.2d **The Development of the Constitution:** • The Constitution as a framework 1.1b, 5.2a, 5.2c • The Bill of Rights and individual liberties 1.1b, 5.2a • Impact of Peter Zenger decision 1.3c, 1.4a, 1.4b, 1.4c • Lack of inclusiveness (Africans, women, the poor) 1.1a, 1.4b, 2.4a	**Industrialization and New York:** • Emergence of New York as an economic power 4.1d, 4.2b, 4.2c **Improvements and inventions in transportation and communication:** • The development of steamboat, telegraph 1.1a, 4.1e • The Erie Canal joins the Hudson River and Lake Erie 1.3a, 3.1a, 3.1e, 4.1e • Provides transportation route through New York State and to the West 1.3a, 1.3b, 3.1a, 3.1e • Lower shipping costs 4.1d, 4.1e • Effect of geography on industrialization 3.1e, 4.1e **Changes in New York:** • Gradual Emancipation Laws 1.1a, 1.1b, 1.1c, 1.3a, 1.4a, 2.4a, 5.1a, 5.1b	**New York Government:** • The branches of New York State and local government (checks and balances, parallels to federal system) 5.1a, 5.2d, 5.2e • The process for electing or appointing government officials 5.2d, 5.2e, 5.2f, 5.4 **The Constitution:** • A plan for organizing government 1.1b, 5.1a, 5.1c, 5.2a, 5.2c, 5.2d • Safeguarding individual liberties 1.1b, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d • A living document 1.1b, 5.1d, 5.2a, 5.2c, 5.2d • Changes and amendments 1.1b, 5.2c, 5.2a • Consequences of the absence of government 5.1a, 5.1b, 5.1c

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September–Mid-October	Mid-October–November	December–January	February–Mid-March	Mid-March–April	May–June
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FOCUS: Case study of a New York State Native American culture **Example: The Lenape** – belonged to the Algonquian group and populated the lower New York area 1.1a, 1.3a – villages were usually built on high ground near a river or stream 1.3a, 3.1e – lived in longhouses and wigwams 3.1e – fished, harvested crops and hunted 1.1a, 1.3b, 3.1a, 3.1e – Used slash-and-burn methods to cultivate soil 1.3b, 3.1e – families were grouped into clans descending from the matrilineal side 1.1a, 1.2b, 1.3a – identified combinations of two or more clans with animal signs 1.1a, 1.4c	– the establishment of New Amsterdam by the Dutch West India Company 3.1a, 4.1a, 4.1d – growth of lower Manhattan 1.1a, 1.3b, 2.3a, 3.1a, 4.1f – The Dutch West India Company brings enslaved Africans to New Netherlands 1.1a, 1.3b, 1.4a, 2.3a, 2.4a, 4.1f – key people in early New York City development (Peter Minuet, Peter Stuyvesant) 1.1a, 1.3a – the British in New York 1.1a, 1.3a, 1.4a, 2.1c, 2.4b – differences between British rule of New York and Dutch rule 2.1c, 2.4b – the British expand the slave trade in New York 1.1a, 1.4c, 2.1a, 2.4b, 4.2 – interaction between Native Americans, Africans and Europeans 1.4a, 3.2a, 4.1d –forced migration 1.1a, 1.4a, 1.4c, 2.1a, 2.4b	**Life in the New York Colony:** • Diversity in early New York (ethnic and religious, e.g., Jewish, Swedish, Scottish, German) 1.1a, 1.1c, 1.3a • Role of enslaved Africans in growth and development of New York 1.1a, 1.3a, 1.4a, 2.4a • Colonial life in New York before the Revolutionary War 1.1a, 1.3b, 2.2b • Social, economic, and political conditions of diverse New York communities (Africans, Native Americans, and women) before the war 1.3a, 1.4a, 1.4b, 1.4c, 2.3a, 4.1a, 4.1d, 5.1d • Important accomplishments of individuals and groups living in New York 1.1a, 1.3a, 1.3c	• Key individuals/groups from New York who helped strengthen democracy in the U.S. 1.3c, 5.2e • Individuals and groups protected by rights and freedom 1.1a, 1.4b, 2.4a, 5.1c • Individuals and groups not protected by rights and freedoms 1.1a, 1.4b, 2.4a, 5.1c • Values, practices, and traditions that unite all Americans 1.1a, 1.1c, 5.3a	• Seneca Falls and the suffrage movement 1.1a, 1.1b, 1.1c, 1.3a, 1.4a, 2.4a, 5.1a, 5.1b • Role of New York City and New York State during the Civil War 1.1a, 1.1b • The Draft Riots 1.1a, 1.1b • Migration of freed slaves following the Civil War 1.1a, 1.1b, 1.1c, 1.3a, 1.3c, 1.4a, 4.1a. 4.1c., 5.1b **FOCUS: Case study of immigration/migration in New York City** – "The Melting Pot" metaphor 1.1a, 1.4a, 1.4b, 1.4c – reasons for immigration to New York 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a – better living conditions 1.3a, 1.4b – The Great Irish Potato Famine 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a – land acquisition 1.3a, 1.4b	• Basic rights/responsibilities of citizens to participate in U.S., New York State, and local government (voting, jury duty, community service) 5.1a, 5.1c, 5.1e, 5.3e, 5.3f, 5.4 • Symbols and their meanings (eagle, flag) 5.3a • New York City has a mayor-council form of government 5.2d, 5.2e, 5.2f • The mayor is the city's chief executive 5.2e, 5.2f • The City Council is the city's legislative body, making laws for the city 5.2e, 5.2f **New York City officials** • The members of the City Council 5.2e, 5.2f • The public advocate 5.2e, 5.2f • The comptroller 4.1e, 4.1f, 5.2e, 5.2f • The presidents of the five boroughs 5.2e, 5.2f

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– assigned land to clans for their use, not ownership 1.1a, 1.2b, 1.3a – defined division of labor for men and women 1.1c, 1.2b, 1.3a – treatment of elders 1.1c, 1.2b, 1.3a – leaders (sachems) and ceremonies 1.1a, 1.2a, 1.3a, 1.3c – myths and legends 1.1a, 1.4c		**The American Revolution in New York City and New York State:** • The colonists resist British Parliament's revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act) 1.1a, 1.4a, 4.1a, 4.1d, 4.1f, 5.1a • The Declaration of Independence as key document of the American Revolution 1.1b, 5.1a, 5.2b • Strategic role of New York City and New York State in the Revolutionary War (geography, battles, key figures, role of Africans, Native Americans, and women) 1.1a, 1.4a, 1.3c, 3.2a, 3.2c • The role of the Battle of Saratoga 1.4a, 3.1b, 3.2a • Key New York City and New York State leaders and events of American Revolution 1.1a, 1.3a, 1.4a		– financial gain 1.3a, 1.4b – forced migration 1.2a, 1.3a, 1.4b – war, politics, religion etc. 1.1a, 1.2a, 1.2b, 1.4a, 1.4b – immigrant experiences in New York (during travel, Ellis Island, life in America) 1.1a, 1.2a, 1.2b, 1.4a, 1.4b – contributions of immigrants (culture, recreation, food, language, skills) 1.1a, 1.2b, 1.3a, 1.4a, 2.4a, 4.1b Effects of immigration/ migration on New York City growth • Development of new buildings 1.1a, 1.3a, 4.1e • Mass transportation 1.1a, 1.3a, 4.1e • Building codes 5.1c, 5.2e, 5.3e • Public health laws 5.1c, 5.2e, 5.3e • Modern sewer and water systems 1.3a	

UNIT 1 NATIVE AMERICANS: FIRST INHABITANTS OF NEW YORK STATE	UNIT 2 THREE WORLDS MEET	UNIT 3 COLONIAL AND REVOLUTIONARY PERIODS	UNIT 4 THE NEW NATION	UNIT 5 GROWTH AND EXPANSION	UNIT 6 LOCAL AND STATE GOVERNMENT
September–Mid-October	Mid-October–November	December–January	February–Mid-March	Mid-March–April	May–June
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		• Impact of the war on New York City and New York State 3.1d, 4.1d		• Professional fire department 1.1a, 1.3a • Social impact of immigration/migration (labor movement and child labor) 1.1a, 1.4a, 1.4b • New York City neighborhoods as ethnic enclaves 1.2a, 1.2b	

Information Fluency Continuum

– Ask authentic questions
– Ask questions to clarify topics or details
– Make predictions or a hypothesis
– Select and use appropriate sources to answer questions
– Use skim/scan to locate information
– Distinguish between fact and opinion
– Use various note-taking strategies
– Paraphrase, summarize information

– Identify facts and details that support main ideas
– Note similarities and differences in information from two different sources
– Use a variety of systems for organizing
– Draw conclusions about the main idea
– Identify point of view
– Use writing process to express new understandings
– Draft presentation using an outline
– Present idea clearly so that main points are evident

– Select and present creative products in a variety of formats
– Identify and evaluate the important features of a good product
– Read a variety of fiction and non-fiction for enjoyment and information
– Participate in discussions and listen well
– Show respect for the ideas of others
– Work collaboratively
– Credit sources by citing author and title
– Form opinions about current events

grade 5 THE UNITED STATES, CANADA, AND LATIN AMERICA

UNIT 1 GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE	UNIT 2 THE UNITED STATES	UNIT 3 LATIN AMERICA	UNIT 4 CANADA	UNIT 5 WESTERN HEMISPHERE TODAY
September–October	**November**	**December–Mid-February**	**Mid-February–April**	**May–June**
Essential Question: How did geography influence the development of the Western Hemisphere?	***Essential Question: How do geography, economics, people, and key events connect to shape a nation?***	***Essential Question: How do geography, economics, people, and key events connect to shape a region?***	***Essential Question: How do geography, economics, people, and key events connect to shape a nation?***	***Essential Question: How do nations meet the challenges of modern living?***
Geography of the Western Hemisphere: • The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models 3.1c, 3.2a, 3.2b • Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) 3.1d, 3.2b • The Western Hemisphere has a long geologic history (plate tectonics) 3.1c, 3.1d • The Western Hemisphere is divided into countries and regions 3.1c, 3.2b • Continents, countries, and regions of the Western Hemisphere can be organized by physical, political, economic, or cultural features 2.3c, 3.1d, 3.2a • Political boundaries of the hemisphere change over time and place 3.1a, 5.1a	**Geography of the United States (rivers, mountains, regions, states, deserts, landforms)** **Colonization:** • European exploration and the native peoples 1.1a, 1.4b, 2.4a, 2.4b • Netherlands, England, France and Spain establish colonies 1.1a, 2.1c, 2.3a, 2.4c, 5.1a • Colonies established for religious, political and economic reasons 1.1a, 2.1c, 2.3c, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d • The role of the English colonies in the Triangular Trade 2.3b, 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d • Impact of Roman Catholic missionaries 2.1a, 2.3a, 2.4b • The role of Spanish and Portuguese colonies in establishing slavery in the Americas 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d • Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a	**Geography of Latin America (rivers, mountains, countries, deserts, landforms)** **FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)** 1.4c, 2.1b , 2.2a, 2.3a, 2.3b, 2.3c, 2.4a, 4.1e, 4.2, 5.1d – social class and organization 1.3a, 2.1b, 2.1c, 2.3a – growth of culture 1.4c, 2.1c, 2.2a, 2.2c, 2.4b – traditions, language, arts, architecture, literature, dance 1.4c, 2.1a, 2.2a, 2.3a – economic features 4.1e, 4.2a, 4.2b, 4.2c, 4.2d – religious practices and beliefs 1.4c, 2.1b, 2.1c, 2.3a, 2.4b – use/creation of new technology 2.1c, 2.3a – government systems 2.1c, 2.3a, 2.3b, 2.3c, 5.1a – contributions and achievements 1.3a, 2.1c, 2.3a, 2.3b, 2.4b	**Geography of Canada (rivers, mountains, countries, tundra, forests, landforms)** **FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic)** 1.4c, 2.1b , 2.2a, 2.3a, 2.3b, 2.3c, 2.4a, 4.1e, 4.2, 5.1d – social class and organization 1.3a, 2.1b, 2.1c, 2.3a – growth of culture 1.4c, 2.1c, 2.2a, 2.2c, 2.4b – traditions, language, arts, architecture, literature, dance 1.4c, 2.1a, 2.2a, 2.3a – economic features 4.1e, 4.2a, 4.2b, 4.2c, 4.2d – religious practices and beliefs 1.4c, 2.1b, 2.1c, 2.3a, 2.4b – use/creation of new technology 2.1c, 2.3a – government systems 2.1c, 2.3a, 2.3b, 2.3c, 5.1a – contributions and achievements 1.3a, 2.1c, 2.3a, 2.3b, 2.4b	**The Role of Government:** • Diversity of governments in the Western Hemisphere 2.3a, 2.3b, 2.4a, 5.1a • Basic civic values in the constitutions and laws of the United States, Canada and nations of Latin America 5.1a, 5.1c, 5.1d, 5.1e, 5.2a **Principles of Constitutional Democracy:** • The Declaration of Independence 1.1b, 1.3c, 5.1a, 5.1b, 5.1d, 5.3d • The United States Constitution 1.1b, 1.3c, 5.1a, 5.1b, 5.2a, 5.2b, 5.2c, 5.2d, 5.3d • The British North America Act 5.1a, 5.1c • The United States Bill of Rights 1.1b, 1.3c, 5.1a, 5.1b, 5.2a, 5.2b • The Canadian Bill of Rights 5.1a, 5.1c, 5.1d, 5.1e • Rights and responsibilities of citizens (protection, individual liberties, voting, taxes) 5.1a, 5.1c, 5.1d, 5.3e, 5.3f

UNIT 1 GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE	UNIT 2 THE UNITED STATES	UNIT 3 LATIN AMERICA	UNIT 4 CANADA	UNIT 5 WESTERN HEMISPHERE TODAY
September–October	**November**	**December–Mid-February**	**Mid-February–April**	**May–June**
Essential Question: How did geography influence the development of the Western Hemisphere?	***Essential Question: How do geography, economics, people, and key events connect to shape a nation?***	***Essential Question: How do geography, economics, people, and key events connect to shape a region?***	***Essential Question: How do geography, economics, people, and key events connect to shape a nation?***	***Essential Question: How do nations meet the challenges of modern living?***
• The physical environment of the hemisphere is modified by human actions 3.1a, 3.1c, 4.1a, 4.1b, 5.1a • Culture and experience influence people's perceptions of places and regions in the Western Hemisphere 3.1d, 3.2c • The interconnectedness of nations affects individual cultures 3.1a, 3.1d, 3.1e **Early Civilization:** • The Ice Age and settlement of the Western Hemisphere 2.2a, 2.2b, 3.1b, 3.1d, 3.1e • Land Bridge – Bering Strait Theories of early peoples and settlements 2.2d, 3.1b, 3.1c, 3.1e, 3.2a • Early groups respond to challenges of the environment 2.3b, 3.1e, 3.2a • Native civilizations develop over wide areas 2.1c, 2.3b, 2.4b, 2.4c, 3.1a, 3.1d, 3.1e • Transition from hunting and gathering to farming 2.1a, 2.1b, 2.1c, 2.2a	**Independence:** • Dissatisfaction with colonial rule 1.1a, 1.3c, 1.4a, 2.1b, 2.1c, 2.2d, 2.3a, 2.3c, 2.4a • The road to revolution 1.1a, 2.1c, 2.2d, 2.3c, 2.4a • Key events and people in the struggle for independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a • Influence on the French Revolution 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d • Effects/outcome of conflict 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d • Successes and challenges of the new government 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a **Growth and Expansion:** • Manifest Destiny and westward expansion in the United States during the 19th century 1.4a, 1.4c, 2.4b, 3.1b, 3.1c, 3.1d • The Lewis & Clark Expedition 1.3a, 1.4a, 1.4c, 3.1e, 3.2a, 4.1d	**Colonization:** • European exploration and the native peoples 1.1a, 1.4b, 2.4a, 2.4b • Spain and Portugal establish colonies 1.1a, 2.1c, 2.3a, 2.4c, 5.1a • Colonies established for religious, political and economic reasons 1.1a, 2.1c, 2.3c, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d • The role of the Spanish colonies in the Triangular Trade 2.3b, 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d • Impact of Roman Catholic missionaries 2.1a, 2.3a, 2.4b • Life in colonial Latin America characterized by social classes 2.3a, 2.3b, 2.3c • The role of Spanish and Portuguese colonies in establishing slavery in the Americas 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d • Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a	**Colonization:** • European exploration and the native peoples 1.1a, 1.4b, 2.4a, 2.4b • France establishes colonies 1.1a, 2.1c, 2.3a, 2.4c, 5.1a • Colonies established for religious, political and economic reasons 1.1a, 2.1c, 2.3c, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d • Alliances and interactions between Native Canadians and the French 2.3a, 2.3b, 2.3c, 2.4a • Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a **Independence:** • Key events and people in Canadian independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a • Effects/outcome of independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d • Successes and challenges of the new government 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a	• Awareness of patriotic celebrations 5.3a, 5.3b • Government services (education, police, military, health care) 5.1c, 5.1b, 5.2b **The Western Hemisphere Today:** 2.1c, 2.3a, 2.3c, 2.4b, 3.1d, 3.2a • European and native influences on contemporary culture 2.1c, 2.3a, 2.3c, 2.4b • The creation of NAFTA 2.3c, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d • Perspectives on contemporary issues (economy, immigration, environment) 2.1c, 2.3a, 2.3c, 2.4b • Interdependency among nations 2.1c, 2.3a, 2.3c, 2.4b, 5.1e • Environmental issues (loss of rain forests, deforestation, limited resources) 2.1c, 2.3a, 2.3c, 2.4b, 3.1d, 3.1e • Contemporary immigration 2.1c, 2.3a, 2.3c, 2.4b • Border disputes and national security 2.1c, 2.3a, 2.3c, 2.4b

UNIT 1 GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE	UNIT 2 THE UNITED STATES	UNIT 3 LATIN AMERICA	UNIT 4 CANADA	UNIT 5 WESTERN HEMISPHERE TODAY
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• Native societies and their social, economic and political structures 2.1c, 2.3b, 2.4b, 2.4c, 3.1a, 3.1d, 3.1e **European Exploration:** • European explorers in search of new trade routes 1.1a, 2.1c, 2.3a, 2.3b, 2.4a, 4.1a, 4.1b, 4.1c • Line of Demarcation and Treaty of Tordesillas 2.1c, 2.3a, 2.4a, 3.1c, 3.1d, 3.2a • Spain and Portugal explore the southern areas of the Americas (Christopher Columbus, Juan Ponce de Leon, Pedro Álvares Cabral, etc.) 1.1a, 2.3a, 2.4a, 3.1c, 4.1d • England and the Netherlands explore the Atlantic coastline and waterways (Henry Hudson and Sir Francis Drake) 1.1a, 2.3a, 2.4a, 3.1c, 4.1d • France explores the waterways and lakes in the northern Americas (Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, etc.) 1.1a, 2.3a, 2.4a, 3.1c, 4.1d	• Effect of Westward Expansion on the United States, Native Americans, family life, immigrants, etc. 1.4a, 3.1d, 3.1e, 4.1e, 5.1a • United States' policy toward Native Americans 1.1a, 1.3a, 1.4a, 1.4b, 1.4c, 4.1e, 5.1a • Industrialization and the growth of factories 1.1a, 1.4a, 4.1d, 4.1e, 4.1f • The building of the transcontinental railroads 1.3a, 1.4a, 4.1d, 4.1f • Growth of cities and the economy 1.3b, 4.1a, 4.1e, 4.1d, 4.2	• Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a **FOCUS: Case study of a Latin American nation and its road to independence** 1.3c, 2.1b, 2.1c, 2.2d, 2.4a, 5.1a, 5.1b, 5.1c, 5.1d, 5.1e – dissatisfaction with colonial rule 1.1a, 1.3c, 1.4a, 2.1b, 2.1c, 2.2d, 2.3a, 2.3c, 2.4a – the road to revolution 1.1a, 2.1c, 2.4a, 2.2d, 2.3c – key events and people in the struggle for independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a – effects/outcome of conflict 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d – successes and challenges of the new government 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a – influences of the American and French Revolutions 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d	**Growth and Expansion:** • Canadian Provinces from 1867 through 1931 2.1c, 2.3a, 3.1b, 3.1c, 3.1d • The gold rush 2.1c, 2.3a, 3.1d, 3.1e, 4.1e • Transportation development and settlement 2.1c, 2.3a, 3.1d, 3.1e, 4.1e • Canada and the Commonwealth of Nations 4.1e, 4.1f, 4.2, 5.1a • Industrialization and the growth of factories 2.3a, 2.4a, 4.1d, 4.1e, 4.1f • Canada's role in peacekeeping missions 2.1c, 2.3a, 2.3c, 2.4a • Quebecois movement for independent nation status 2.3c, 2.4a	• Cooperation and compromise 2.1c, 2.3a, 2.3c, 2.4b, 4.1d, 4.1e, 4.1f, 5.1e • Effects of informational technology 2.1c, 2.3a, 2.3c, 2.4b

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		Growth and Expansion: • The Spanish-American War 1.1a, 1.4a, 2.3b, 2.4a • Role of the Panama Canal 1.1a, 1.4a, 2.1c, 2.3a, 2.3b, 2.4a, 3.1c • Political boundaries in Latin America 2.1c, 2.3a, 2.4a, 3.1c, 3.1d, 3.2a • Creation of boundaries between Dominican Republic and Haiti 2.1c, 2.3a, 2.4a, 3.1c, 3.1d, 3.2a • Economic resources 2.1c, 2.3a, 2.4a, 3.1e , 4.1c, 4.1b, 4.2		

Information Fluency Continuum

– Ask authentic questions
– Use sources to acquire information
– Form tentative thesis about main idea based on prediction
– Use search engines to find appropriate information
– Use multiple resources to locate information
– Interpret information taken from maps, graphs, charts, and other visuals
– Evaluate information based on relevance to inquiry questions
– Evaluate facts for accuracy and apply them in research-based projects
– Determine important and unimportant details
– Use various note-taking strategies
– Use a variety of systems for organizing
– Form an opinion and use evidence to support it
– Use writing process to express new understandings
– Cite all sources used, with title, author, and page numbers
– Select and present creative products in a variety of formats
– Identify and evaluate the important features of a good product
– Read a variety of fiction and non-fiction for enjoyment and information
– Participate in discussions and listen well
– Show respect for the ideas of others
– Work collaboratively
– Form opinions about current events

grade 6 THE EASTERN HEMISPHERE

UNIT 1 GEOGRAPHY AND EARLY PEOPLES OF THE EASTERN HEMISPHERE	UNIT 2 MIDDLE EAST	UNIT 3 AFRICA	UNIT 4 ASIA	UNIT 5 EUROPE
September–October	November–December	January–February	March–April	May–June
Essential Question: How did geography influence the development of the Eastern Hemisphere?	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***	***Essential Question: How do geography, economics, people, and key events connect to shape a region?***
Geography of the Eastern Hemisphere: • A variety of geographical features 3.1b • Located and represented using a variety of maps, globes, aerial and satellite photographs and computer models 3.1a, 3.1c • Places can be located using cardinal and intermediate directions 3.1b • Distance can be measured (Equator, Prime Meridian, latitude, longitude) 3.1b • Includes four continents 3.1b • Many diverse countries 3.1b • Characterized by vast oceans, important bodies of water and land masses 3.1b • Extremes in climate (sub-tropical vs. arctic, droughts vs. monsoons) 3.1d • Long geologic history (plate tectonics) 3.1c	**Geography of the Middle East** (deserts, regions, rivers, mountains) 3.1c, 3.1d **FOCUS: Case study of an early people of the Middle East (Sumer, Mesopotamia)** – key geographic features 3.1a, 3.1c, 3.1d – Daily life 2.1a – social and political organization 2.1a, 5.1a – culture (art, music, literature, architecture, language, etc.) 2.1a – religious beliefs (Islam, Judaism, Christianity) 2.1a – Economic systems 4.1a, 4.1e – use of land and resources 4.1a, 4.1e – development of science and technology 2.3c – contributions and achievements 2.3 – people and events in history 2.2a, 2.2c	**Geography of Africa** (deserts, rainforests, savannahs, regions, rivers) 3.1c, 3.1d **FOCUS: Case study of an ancient kingdom of Africa (Kush, Nubia, Ghana, Ashanti, Benin, Mali , Egypt)** – key geographic features 3.1a, 3.1c, 3.1d – daily life 2.1a – social and political organization 2.1a, 5.1a – culture (art, music, literature, architecture, language, etc.) – religious beliefs (Animism, Islam, Coptic, Christianity, Polytheism) 2.1a – economic systems 4.1a, 4.1e – use of land and resources 4.1a, 4.1e – development of science and technology 2.3c – contributions and achievements 2.3 – people and events in history 2.2a, 2.2c	**Geography of Asia** (deltas, deserts, mountains, rivers, peninsulas, plateaus, plains, islands) 3.1c, 3.1d **FOCUS: Case study of an ancient culture of Asia (China, India, Korea, Japan)** – key geographic features 3.1a, 3.1c, 3.1d – daily life 2.1a – social and political organization 2.1a, 5.1a – culture (art, music, literature, architecture, language, etc) – religious beliefs (Hinduism, Taoism, Buddhism) 2.1a – economic systems 4.1a, 4.1e – use of land and resources 4.1a, 4.1e – development of science and technology 2.3c – contributions and achievements 2.3 – people and events in history 2.2a, 2.2c	**Geography of Europe** (seas, rivers, mountains, countries, regions) 3.1c, 3.1d **FOCUS: Case study of an ancient culture of Europe (Celts, Franks, Anglo Saxons, Romans, Greeks)** – key geographic features 3.1a, 3.1c, 3.1d – daily life 2.1a – social and political organization 2.1a, 5.1a – culture (art, music, literature, architecture, language, etc) 2.1a – religious beliefs (Catholicism, Protestantism) 2.1a – economic systems 4.1a, 4.1e – use of land and resources 4.1a, 4.1e – development of science and technology 2.3c – contributions and achievements 2.3 – people and events in history 2.2a, 2.2c

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The continents, countries, and regions of the Eastern Hemisphere: • Defined by political boundaries • Defined by physical boundaries 3.1c • Characterized by economic and cultural features 3.1b • Share a long and diverse history 2.2 • Include important individuals, groups and institutions 2.3a **Early Civilizations:** • Measure and represent history using timelines, BCE/CE, eras, millennia, centuries, decades 2.2a, 2.2b • Development of Early Civilizations – Paleolithic Revolution 2.2c – Neolithic Revolution 2.2c, 2.4d • Development of the Ancient River Valley Civilizations 2.2c	**Growth and Development:** • Expansion of Ottoman Empire 2.1b, 2.2c • European Crusades and religion in the Ottoman Empire 2.1b, 2.2c • Resistance to European influences 2.1b, 2.2c • Effect of alliance with Germany and Austria-Hungary during World War I 2.1b, 2.2c, • The rise of modern Middle Eastern nations (Iraq, Saudi Arabia, Kuwait) 2.1b, 2.2c • Palestine and the creation of Israel 2.1b, 2.2c • Economics and oil in the Persian Gulf 2.3c, 4.1b **FOCUS: Case study of a contemporary Middle Eastearn nation (Israel, Jordan, Iraq, Saudi Arabia, etc.)** – geographic and political boundaries of modern Middle East 3.1c, 3.2d	**Growth and Development:** • Colonization and African cultures and civilizations 2.2c, 2.3a, 2.4b, 2.4c, 2.4d, 4.1a • Reasons for European colonization 2.2c, 2.4b • African resistance 2.2c, 2.3a, 2.4b • Africa interacts with other nations 2.2c, 2.4b • Assimilation and native cultures 2.1a, 2.2c, 2.4b • Slave trade and forced migration 2.4a, 2.4b, 2.4c, 2.4d, 4.1b, 4.2c • Independence and the rise of modern African nations 2.1a, 2.2c, 2.4c **FOCUS: Case study of a contemporary African nation (Kenya, Zimbabwe, Senegal, etc.)** – geographic and political boundaries of modern Africa 3.1c, 3.2d – formation of modern Africa 2.2c – key events and people 2.2c, 2.3a	**Growth and Development:** • Dynasties and social hierarchies 2.1a, 2.3a, 5.1a • Trade and cultural diffusion 4.1a, 4.1b, 4.1c • Western vs. Eastern religion 2.1a, 2.3 • Explorers and traders 2.1a, 2.3a, 2.4b, 2.4d • Asia interacts with other nations 2.1a, 2.2c, 2.3c • Missionaries and the arrival of Christianity 2.1a, 2.3a, 2.4b, 2.4d • Effect of trade on people, government, economics 4.2c, 4.2d • Asian resistance 2.1a, 2.3a, 2.4b, 2.4d **FOCUS: Case study of a contemporary Asian nation (China, Japan, Vietnam, etc.)** – geographic and political boundaries of modern Asia 3.1c, 3.2d	**Growth and Development:** • Trade, exchange of goods, and the Great Silk Road 4.1a, 4.1d, 4.1f, 4.1g, 4.2 • Cultural diffusion 2.1a, 2.4b, 2.4d • Key documents (Magna Carta, Rights of Man) 2.1b • Trade, agrarian life, and the development of cities 4.1a, 4.2d • The Crusades 2.1a, 2.2c, 2.4b, 2.4d **Europe and Colonization:** • Motivations for colonization 2.2c, 2.3a, 4.2c • Rise of empires 2.2c, 2.3c, 2.4d • The slave trade 2.2c, 2.3c, 2.4b, 2.4c, 2.4d, 4.1a, 4.1c • Spread of Christianity 2.2c, 2.3c, 2.4b, 2.4c, 2.4d **Formation of modern Europe:** • Fall of empires 2.1b, 2.2c, 2.4d, 5.1b • Weakening of powers 2.1b, 2.2c, 2.4d, 5.1b • Development of nation-states 2.1b, 2.2c, 2.4d, 5.1b

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September–October	**November–December**	**January–February**	**March–April**	**May–June**
Essential Question: How did geography influence the development of Eastern Hemisphere?	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***	***Essential Question: How do geography, economics, people, and key events connect to shape a continent?***
• Geographic factors that influenced development (access to water, resources, stability) 3.1d, 3.2d • Introduction of food production/farming 2.1 • Introduction of new technologies 2.3c • Development of political, religious, and social systems 2.1a • Active use of resources 4.1a	– the formation of the modern Middle East 3.1c, 3.2d – key events and people 2.2c, 2.3a – daily life 2.1a – cultural legacies 2.1a – forms of government 5.1a – Middle Eastern economy today 4.1a, 4.1c, 4.1e, 4.1f – issues of diversity and interdependence 2.1a, 3.1d, 4.1a, 4.1c – religion 2.1a – development of urban centers 3.1c – impact of technology 2.3c – current issues 2.2a, 2.4d	– daily life 2.1a – cultural legacies 2.1a – tribal and clan identity vs. national identity 2.1a – forms of government 5.1a – African economy today 4.1a, 4.1c, 4.1e, 4.1f – issues of diversity and interdependence 2.1a, 3.1d, 4.1a, 4.1c – religion 2.1a – development of urban centers 3.1c – impact of technology 2.3c – current issues 2.2a, 2.4d	– formation of modern Asia 2.2c – key events and people 2.2c, 2.3a – daily life 2.1a – cultural legacies 2.1a – forms of government 5.1a – Asian economy today 2.2c, 4.1b, 4.1c – land use, limited resources 4.1a, 4.1c, 4.1e, 4,1f – issues of diversity and interdependence 2.1a, 3.1d, 4.1a, 4.1c – religion 2.1a – development of urban centers 3.1c – impact of technology 2.3c – current issues 2.2a, 2.4d	• French Revolution 2.2c, 2.3a • Russian Revolution 2.2c, 2.3a • World War I 2.2c, 2.3a • World War II and Holocaust 2.2c, 2.3a **FOCUS: Case study of a contemporary European nation (France, Italy, Germany, etc.)** – geographic and political boundaries of modern Europe 3.1c, 3.2d – cultural and political distinctions between western and eastern Europe 2.3c – key events and people 2.2c – daily life 2.1a – cultural legacies 2.1a – forms of government 5.1a – European economy today (European Union) 4.1a, 4.1c, 4.1e, 4.1f – issues of diversity and interdependence 2.1a, 3.1d, 4.1a, 4.1c – religion 2.1a – development of urban centers 3.1c – impact of technology 2.3c – current issues 2.2a, 2.4d

Information Fluency Continuum

- Ask authentic questions
- Write questions based on key ideas or areas of focus
- Determine what information is needed to answer a question
- Follow a complete research plan and stay on a timeline
- Use skim/scan to locate information
- Distinguish between fact and opinion
- Use various note-taking strategies
- Paraphrase; summarize information
- Use different formats as sources for information
- Recognize and use a variety of systems for organizing
- Identify main ideas and supporting details
- Select information that answers research questions
- Differentiate between important and unimportant details
- Make inferences based on explicit information in text
- Combine and categorize information to draw conclusions and create meaning
- Use writing process to express new understandings
- Cite all sources used
- Use information to create original products
- Draft presentation using an outline
- Select and present creative products in a variety of formats
- Identify and evaluate the important features of a good product
- Read a variety of fiction and non-fiction for enjoyment and information
- Participate in discussions and listen well
- Show respect for the ideas of others
- Work collaboratively
- Compare and contrast historical and current events

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Existing Cultures • The Americas prior to early explorers and colonial settlement 1.1a, 1.3a, 1.4b, 2.1a – Plains – Southwest – Pacific NW – Algonquian – Iroquois • Indigenous cultures of the Americas – geography 3.1a, 3.1c – religion/spirituality 1.1a – economics 4.1a – government system 5.1 – traditions 1.1a – culture (arts, music, literature) 1.1a • Interactions among different indigenous peoples 1.2b, 1.3a, 1.4b, 1.4c, 1.4d • Europeans explore and settle in North and South America 1.2b, 1.4b, 1.4c, 1.4d, 3.1a, 3.1c, 3.1d, 3.2d • Interactions between Native Americans, Africans and Europeans 1.2b, 1.3a, 1.4b, 1.4c, 1.4d	**The 13 Colonies** • Colonial heritage of the 13 British colonies – regional patterns 3.1c, 3.1d – social 1.1a, 1.3a – political 1.3d – economic 4.1a, 4.1c – characteristics of colonial settlers 1.3a – role of Native Americans, Africans, and women 1.3a, 1.4b **FOCUS: Case study of a colony** (Choose one colony from New England, Middle, or Southern region) – geography 3.1c, 3.2a – daily life and social class 1.1a – culture (art, music, literature, etc.) 1.1a – land use and resources 3.1c, 3.1d, 3.2d – colonial government 5.1b – key people and events 1.3a – role of Native Americans, Africans, and women 1.3a	**States vs. Federal Power** Influences on United States Government 1.1b, 1.4a • Locke 2.3a • Magna Carta, Mayflower Compact, Iroquois Confederacy 5.1a, 5.1b, 5.2d • Albany Plan of Union 5.1a, 5.1b, 5.2d Articles of Confederation 1.1b, 1.4a • Drafting and ratification 5.1a, 5.1b, 5.2d • Achievements and limitations 5.1a, 5.1b, 5.2d 1777 New York State Constitution 2.4a, 5.3d • Parallels to the U.S. Constitution 5.2b 1787 Constitutional Convention • Drafting and compromises 1.1b, 1.4a • Key people 1.3c • Federalist system of government 5.1b, 5.1d, 5.2d, 5.3b • Electoral college system 5.1b, 5.1d, 5.2d, 5.3b	**Geographic Growth** The Louisiana Purchase 3.1c, 3.2d • Reasons for purchase from France 1.2c • Lewis and Clark catalog the newly acquired territory 1.3a, 1.3b • Treaties with Native American peoples 1.4c **National Growth** The War of 1812 1.2b • Conflict between Britain and France 1.2c • Challenge to national stability 5.1c • Impressment of sailors 5.1c • Second war for independence 5.1a The Monroe Doctrine 1.2b, 1.2d, 2.1b, 2.4a • Limits on European colonization 1.2c, 1.2d, 2.1b, 2.4a • U.S. political and economic interest 1.2c, 1.2d, 2.1b, 2.4a The Mexican War 1.4d, 3.1d • U.S. acquisition of territory 3.1d • Annexation of Texas 3.1d • Treaty of Guadalupe Hidalgo 1.2c	**Slavery in the United States** • Role of regional economies 3.1c, 3.2a, 3.2b, 4.1b, 4.1f • Sectionalism 1.4b • Interdependence 4.1b, 4.1f • Northern and southern economy 4.1b, 4.1f • Territorial expansion and slavery 3.1d, 3.2d, 4.1b, 4.1f • Conflicting perspectives 1.4c • Abolitionists 1.3b • Political and social movements 5.1a, 5.1b, 5.2e • Candidates and political parties 5.1a, 5.1b **Efforts to Compromise** • Balance of power in Congress 5.1d, 5.3a • Missouri Compromise 1.3d, 1.4b, 2.4a, 3.2d • Compromise of 1850 1.3d, 1.4b, 2.4a, 3.2d • Kansas Nebraska Act 1.3d, 1.4b, 2.4a, 3.2d Events leading to the Civil War • *Dred Scott vs. Sandford* 5.1d

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• European migration to Americas 1.3d, 1.4c, 1.4d, 2.2c • Religious and political reasons 2,1a, 5.1a, 5.1c • Economic and geographical reasons 3.1a, 3.1c, 3.1d, 4.1a, 4.1f **Rivalry** The development of New England, New France, New Netherland and New Spain • Political Objectives 1.2c • Economic Objectives 3.1c, 3.1d • Social Considerations 1.3a Enslaved Africans and the development of the Americas 1.3d, 4.1c, 4.1f, 4.2c, 4.2d European settlement in the Americas 1.2b, 1.2c • Interaction among indigenous cultures 1.3c • European settlers and enslaved peoples 1.4b • Conflicts between indigenous peoples and European settlers 1.4c Social and cultural contributions • Africans in the Americas 1.3a, 1.3b • Native American influence on Western culture 1.3a, 1.3b	**Growth Of the Colonies** The French and Indian War • International conflict over colonial territories 1.2c • Trading relationships with different Native American peoples 4.1a, 4.1c Causes of the American Revolution • Proclamation of 1763 1.2b, 1.3c, 2.4c • Stamp Act 1.2b, 1.3c, 2.4c • Intolerable Acts 1.2b, 1.3c, 2.4c • Taxation without representation 1.2b, 1.3c, 2.4c • No redress of grievances 1.2b, 1.3c, 2.4c **The Road to Independence** Different perspectives about British rule 1.2b, 1.4b, 1.4c, 1.4d • loyalists 1.4d • patriots 1.4d • propaganda 1.4c • forms of protest 5.1b Declaration of Independence 1.1b	Ratification process 5.1b, 5.1d, 5.2d, 5.3b The U.S. Constitution 1.1b, 1.4a, 2.4a • Separation of powers 5.1b, 5.1d, 5.2d, 5.3b, 5.4 • Checks and balances 5.1b, 5.1d, 5.2d, 5.3b, 5.4 • National vs. states' rights 5.1b, 5.1d, 5.2d, 5.3b, 5.4 • Popular sovereignty 5.1b, 5.1d, 5.2d, 5.3b, 5.4 • Protection of individual rights 5.1b, 5.1d, 5.2d, 5.3b, 5.4 • Amendment process 5.1b, 5.1d, 5.2d, 5.3b, 5.4 The Bill of Rights 1.1b, 1.4a, 2.4a • First 10 amendments to the Constitution 5.3b, 5.4 • Limits to government power 5.3b, 5.4 • Protection of individual rights 5.3b, 5.4 The election of 1800 5.4 • Establishing stability and precedents 5.3a, 5.3b	**The Women's Rights Movement** • Seneca Falls Convention 1.3c, 5.2a, 5.2e • The Declaration of Sentiments 5.2a, 5.2c • Key figures 1.3b **Economic Growth** • The Erie Canal 1.2b • Increase in U.S. trade opportunities 4.1a, 4.1c • Effect on New York State 3.1d • The Great Lakes connect to the Atlantic Ocean 3.1d Andrew Jackson's Presidency 1.3a, 4.1b, 4.1f, 5.1b • Controversy over national growth 4.1a, 4.1b, 4.1f • National debt is repaid 4.1b, 4.1f • Opposition to the National Bank • Spoils system 5.1b • Trail of Tears 1.3a Land purchased by U.S. 1.4d • 1819 Purchase of Florida 3.2c, 3.2d • 1853 Gadsden Purchase from Mexico 1.2d, 3.2c, 3.2d	• Fugitive Slave Laws 5.2a, 5.3a • John Brown's raid on Harper's Ferry 1.3c • Founding of the Republican Party 5.1b • Election of 1860 5.1b • Lincoln-Douglas debates 1.3c **Causes of the Civil War** • Firing on Fort Sumter 1.2b • Sectionalism 1.4b • Secession of southern states 1.4b • States' rights 1.4b, 1.4c • Slavery 5.1a, 5.3a • Economic issues 4.1c • Preservation of the Union 1.1b **The Civil War** • Key leaders 1.3b, 1.3c • Key battles 1.2b • Geographic, economic, and military advantages for North and South 1.3d, 3.1b, 3.1d, 3.2b • Daily life 1.4b • The Emancipation Proclamation 1.1b • Role of border states 3.1c, 3.2d

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	• A new political system 5.1a, 5.1b, 5.2b Military campaigns and battles of the American Revolution 1.2b • Lexington and Concord • Battle of Bunker Hill • Battle of Brooklyn • Battle of Trenton • Battle of Saratoga • Battle of Yorktown • Role of New York State British and Colonial military advantages and disadvantages 1.2b, 3.1d Results of the American Revolution 1.3d • Development of national identity 1.2b • Demographic shifts 3.1c • Foreign relations 1.2c, 1.2d • Economic trade 3.1c • Political results 5.1b, 5.2c, 5.2e, 5.3a • Effect on Native Americans, Africans, women, and other groups 1.4b	• Development of political parties (Federalist, Republican-Democrats) 5.3a, 5.3b **Checks and Balances** Three branches of government 5.1d • Separate but equal power 5.2d George Washington's presidency 1.3b, 2.4d • Selection of cabinet members 5.1b • Selection of Supreme Court nominees 5.1b • Presidential powers 5.1b • Farewell Address 1.3c Alexander Hamilton's economic plans 1.3b • National banking system 4.1e, 4.1f, 4.2c • U.S. protectionism against free trade 4.1e, 4.1f, 4.2c Supreme Court Decisions • *Marbury vs. Madison* and judicial review 5.1d	• 1867 Purchase of Alaska 3.2c, 3.2d Economic opportunity in the west 1.4d • Gold Rush 3.2c, 3.2d, 4.1a • Unsettled territories 3.2c, 3.2d The 1862 Homestead Act 2.4a, 3.1d, 4.1a, 4.1c • Land distribution The rise of urban cities 2.3c • Economic development in various regions 3.1d Immigration 2.3c, 2.4c, 5.3a • People arrive from Europe and Asia 1.3a • Major source of labor 4.1a • Economic and social challenges 1.4b, 4.1e The Industrial Revolution 1.2b, 1.3d • Roots in England 2.2c • Cotton gin 1.3d • Railroad 1.3d • Telegraph 1.3d • Technology 1.3d • Economic expansion of the United States 4.1a, 4.1b, 4.1c, 4.1e	• Gettysburg Address 1.1b • Technology 1.3d New York State during the Civil War 1.2b, 1.3d, 1.4c • Military role 1.2b • Political role 5.1a • The draft riots 1.3c Results of the Civil War • Preservation of the Union 5.1b • Emancipation of enslaved Africans 5.1a, 5.1b, 5.1d, 5.2f, 5.3a • Loss of lives 1.1a, 1.3b • Destruction of land 3.2a • Economic issues 4.1a, 4.1c **Unifying the Nation** Reconstruction plans 1.2b, 1.3d • Economic plan 4.1a, 4.1c • Political factions 1.4b • Lincoln's plan 1.1b, 1.3b • Johnson's plan 1.1b, 1.3b • Freedman's Bureau 5.1a, 5.2a, 5.3a • Congressional Reconstruction 1.2b, 1.3d

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				The 13th, 14th, and 15th Amendments • Abolition of slavery 5.1a, 5.1b, 5.1d, 5.2e, 5.2f, 5.3a • Citizenship rights 5.1a, 5.1b, 5.1d, 5.2e, 5.2f, 5.3a • Voting rights 5.1a, 5.1b, 5.1d, 5.2e, 5.2f, 5.3a Successes and Failures of Reconstruction • Sharecropping 4.1b, 4.1f, 4.2b, 4.2c • Migration 3.2c, 4.1b, 4.1f, 4.2b, 4.2c • Black codes of 1865 5.1a, 5.1d, 5.2a, 5.2f, 5.3a • Jim Crow laws 5.1a, 5.1d, 5.2a, 5.2f, 5.3a • *Plessy vs. Ferguson* 5.1d • Race relations in the United States 5.1a, 5.1d, 5.2f, 5.3a • States' rights vs. federalism 5.2d

Information Fluency Continuum

- Ask authentic questions
- State and verify what is known about a problem or question
- Form tentative thesis about main idea based on prediction
- Refine questions to gather different types of information
- Incorporate technology resources to locate information
- Implement keyword search strategies
- Select variety of sources for information
- Evaluate and select information based on usefulness and accuracy
- Use both facts and opinions
- Use common organization patterns to draw conclusions
- Interpret information and ideas by defining, classifying, and inferring
- Form opinions and judgments backed up by supporting evidence
- Use writing process to express new understandings
- Decide presentation form based on audience and purpose
- Cite all sources used
- Use information to create original and creative products
- Recognize the author's point of view; consider alternatives
- Identify purpose of reading a text
- Seek information from diverse sources to get balanced view
- Participate in discussions and listen well
- Encourage team members to share ideas and opinions
- Design, publish, and present products that effectively communicate
- Identify themes that connect past and current events

the middle school exit project

It is important for middle school students to have an opportunity to investigate a social studies topic in depth. The Middle School Exit Project will allow students to experience immersion in a social studies topic of their choosing as well as question, investigate, and present a well-researched project.

Exit Projects should attempt to interpret and analyze a historical event/era/person/idea rather than restate the subject matter. Students should be able to formulate a question around an area of interest and then conduct extensive research. A quality exit project begins with a good question, includes research from multiple sources, has a written component, utilizes graphics and visuals, demonstrates critical analysis and interpretation, and is presented orally.

The Exit Project may be completed in cooperative groups, pairs, or individually.

Depending on the topic researched, the Exit Project will require that students engage in the activities and skills below (as well as others):

- Using Essential Questions to identify a topic of interest for research
- Identifying an area of interest
- Developing a research question
- Preparing a plan for research
- Creating a project timeline and carrying out the plan
- Identifying, locating and using a variety of quality resources and materials
- Reading critically
- Note-taking
- Organizing notes and information
- Engaging in writing process to Draft, Revise and Edit
- Creating a bibliography
- Planning for use of graphics and visuals
- Developing an appropriate format (aligned to written component)
- Developing an oral component
- Creating speaking notes/script
- Aligning presentation to written and graphic components
- Understanding and using presentation skills (voice, eye contact, etc.)
- Rehearsing

Exit Project presentations may be made to classmates, other classes, parents, and/or school/community officials.

UNIT 1 AN INDUSTRIAL SOCIETY	UNIT 2 THE PROGRESSIVE MOVEMENT	UNIT 3 THE UNITED STATES AS AN EXPANSIONIST NATION	UNIT 4 THE UNITED STATES BETWEEN WARS	UNIT 5 THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES	UNIT 6 FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE
September–October	November	December–January	January–Mid-February	Mid-February–March	April–June
Essential Question: How did industrialization and immigration change the face of American life?	***Essential Question: How do people effect change and reform?***	***Essential Question: How does a nation balance its own needs with the needs of the world?***	***Essential Question: How does a nation respond to economic changes?***	***Essential Question: How do competing views of power and morality lead to global conflict?***	***Essential Question: How has America reacted to the challenges of the modern world?***
Industrialization • Rise of cities 3.1c, 3.1d, 4.1f • Urbanization 3.1c, 3.1d, 4.1f • New technology 4.1d • Comparison of urban and agricultural regions of the United States 2.3c, 3.1d **Immigration** Patterns and waves of immigration from 1840 to 1890 and 1890 to 1910 1.2a, 1.2b • Push-pull factors 2.4d • The Great Irish Potato Famine 4.1b • Diversity among immigrant groups 2.1a • Nativism and ethnic clashes 1.4b • Acculturation and assimilation 1.4b • Contributions of immigrants 1.1a	**Progressivism** The Progressive Era • Industrialism and immigration 1.1a, 5.1a • Key figures (Teddy Roosevelt, Jacob Riis, W.E.B. Dubois, John Muir) 1.3a, 1.3c, 2.4c • Muckrakers 1.4d, 2.4a • NAACP and civil rights movements 1.3a, 1.3b, 5.2f • Temperance/prohibition 1.2b • Settlement houses 1.1a • Regionalism 3.1c • Growth of the women's suffrage movement 1.3b, 1.3c, 5.2a, 5.2e, 5.4a • The 19th Amendment 1.3c, 5.2a, 5.2e • Rise of the Socialist Movement 1.2c	**U.S. Interaction with the World** • Manifest Destiny 1.2c, 1.4c, 3.1a, 3.1d, 3.2 • Ethnocentrism, racism 1.3a • Developing technology in transportation and communication 3.1c • Increased foreign trade 4.1g • Open Door Policy 3.2, 4.1g • Acquisition of foreign lands (importance of resources and markets) 1.2b, 3.2 U.S. Foreign Policy • Isolationism 1.2b, 1.2c, 1.2d • The Spanish-American War 1.2b, 3.2 • Yellow journalism	**The Decades Between the Wars** 1920's • Prosperity-Prohibition 1.4b, 5.2a, 5.2c • Harlem Renaissance 1.2b • Jazz Era 1.2b • Leisure time (automobile culture, sports, motion pictures, literature) 1.2b, 2.4a, 4.1a • Social and racial tensions 1.3a, 5.4a, 5.4b • Rise of middle class 4.1a • Government protection of business 4.1c, 4.2 • Tariffs and international trade 4.1e, 4.2 • Consumer economy 4.1d, 4.1f, 4.2e • Increase in the use of credit 4.1a, 4.1f, 4.2 • Agrarian to industrial 4.1d • Disparity of wealth; rise of poor and unemployed 4.2a	**Causes of World War II** • Worldwide depression 4.1g • Rise of Communism 1.2c, 2.2c, 5.1c • Rise of Fascism 1.2c, 2.2c, 5.1c • Propaganda 1.2d, 2.1b • Failure of the League of Nations 2.4b • Rise of totalitarianism 2.4d, 5.1c • Development of alliances 2.4d • Aggression by Axis powers 2.4b, 2.4d • Imperialism 2.4d • Militarism 2.4d • Nationalism 2.4d U.S. involvement • Lend-Lease Act 1.2c • Attack on Pearl Harbor • End of isolationism 1.2b, 2.4b • Mobilization of resources 4.2d	**Competing Superpowers** The Cold War • Communist expansion 1.2b, 2.3a • U.S. policy of containment 1.2d, 2.2a • Soviet Bloc 2.3a • Berlin Wall (airlift) 1.2d • Korean War 1.2d • McCarthyism and the "Red Scare" 1.3c, 2.4c • Cold War fears 1.1a • Hungarian uprising 2.3a • Cuban Missile Crisis 1.2d • Vietnam War 1.2d, 2.4c • Superpower rivalry (arms race, space race) 1.2d • Detente/arms control (SALT treaties) 1.2d • 1980s peace talks 2.2c, 2.4c • Fall of Berlin Wall 2.2c, 2.4c • End of Cold War 1.2c

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• Industrial growth of the nation 4.1e • Citizenship vs. naturalization 5.3b, 5.3d **Effects of Industrialization and Immigration** Societal impact of industrialization • Rise of factories 2.4a, 4.1f, 4.2c, 5.1a • Unsafe working conditions, poor wages, child labor 1.4b, 1.4d, 2.4a, 2.4c • Tenement life 1.4b, 1.4d, 2.4a, 2.4c • Development of industrial corporations (railroad, steel) 4.1d • Monopolies and "robber barons" 4.1b • New methods of production and distribution of farming 4.1c, 4.1e, 4.2a, 4.2d • Transportation developments 1.2b, 3.1c	**Legislative reform** Government Regulation • Labor reform legislation 1.3c • Minimum wage 1.3c • Labor unions 1.3c • Collective bargaining 1.3c • Workman's compensation 1.3c • Child labor laws 1.3c • Safety regulations 1.3c • Trust busting 1.3c • Government regulation of railroads 1.2a • Graduated income tax 4.1e, 4.1f, 4.2d • Federal Reserve Act 1.1b, 4.1e	• Panama Canal 1.2c • Roosevelt Corollary to Monroe Doctrine (Big Stick Policy) 1.2c, 1.2d • Neutrality policy in Europe 1.2d **World War I** Causes • Rise of nationalism 1.4c, 2.2a, 2.2c • Militarism 1.2b, 5.1c • Imperialism 1.2b, 2.4b, 3.1a • Development of alliances 1.2b, 2.4b, 3.1a, 3.2 • Assassination of Archduke Ferdinand 2.3a • Annexation of Austria 1.2b, 2.3a • Sinking of the Lusitania 1.2b, 1.2c • Zimmerman Note 1.2b, 1.2c The Home Front • Isolationism vs. intervention 1.2	• New production methods (assembly lines) 4.1a • Return to isolationism 1.2c **The Great Depression** • Stock Market crash 1.4c, 4.2 • "Black Tuesday" 1.4d, 2.4a, 4.1b • Government regulation of social problems 5.1a, 5.1d • Government response to economic crisis 4.1e • Unemployment affects the American people 1.3a, 3.1d, 4.1c • Dust Bowl/migrant workers 1.3d, 1.4d, 2.4a, 2.4c, 3.2 • Changes in family structure 1.4c • Local charity efforts (soup kitchens) 1.3d • Increased credit problems 4.1d	• War on two fronts 1.2c, 3.1a, 3.1b, 3.2 The home front during World War II • Role of women in the workforce 1.3a • Rationing 1.1a, 2.4a • Japanese internment 1.1a, 2.4a • War bonds 1.1a, 2.4a • Limited progress for African Americans 1.1a, 2.4a End of World War II • Surrender of Axis powers 1.2d, 2.1b • Yalta Conference 1.2d, 2.1b • Nuremberg Trials 2.4b, 5.1c • Defeat of Germany 1.2d, 2.1b, 2.4c • Holocaust and human rights 1.2d, 2.1b, 2.4c • Use of atomic bomb 1.2d, 2.4c	**Internal Division and Unrest** Civil Rights Movement • Key groups (African-Americans, women, Native Americans, individuals with disabilities) 1.4d, 2.4c, 5.2e, 5.4a, 5.4b, 5.4c • Key leaders (Martin Luther King, Jr., John F. Kennedy, Malcolm X, Rosa Parks, Lyndon Johnson) 1.3b, 2.4a, 2.4c • Key events and legislation (Civil Rights Act, *Brown vs. Board of Education*, ERA, Education of all Handicapped Children Act, IDEA, Americans with Disabilities Act) 1.4c, 1.4d, 5.1a, 5.1d, 5.2a, 5.2e, 5.2f, 5.3a, 5.3b • Non-violent movement 1.3b • Supreme Court protecting individuals • Unrest due to segregation

UNIT 1 AN INDUSTRIAL SOCIETY	UNIT 2 THE PROGRESSIVE MOVEMENT	UNIT 3 THE UNITED STATES AS AN EXPANSIONIST NATION	UNIT 4 THE UNITED STATES BETWEEN WARS	UNIT 5 THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES	UNIT 6 FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE
September–October	November	December–January	January–Mid-February	Mid-February–March	April–June
Essential Question: How did industrialization and immigration change the face of American life?	***Essential Question: How do people effect change and reform?***	***Essential Question: How does a nation balance its own needs with the needs of the world?***	***Essential Question: How does a nation respond to economic changes?***	***Essential Question: How do competing views of power and morality lead to global conflict?***	***Essential Question: How has America reacted to the challenges of the modern world?***
• Communication developments 1.2b, 4.1a • Industrial technology 1.2b • Rise of banking and financial institutions 4.1e • Labor force 4.1d • Growth of industrial urban centers 4.1e • Economic concepts (capitalism, mixed economy, scarcity) 4.1b, 4.2c **Government and Business** Relationships between government and business • Political parties 5.1b, 5.2e • Laissez faire government 4.1e • Era of Boss Tweed and Tammany Hall 5.1b • Early attempts to unionize 1.1a • Populist movement 5.1b • Interstate commerce 1.3c, 1.3d • Consumer protection 5.2a • Rise of civil service 1.1a, 5.2e		• War promoted suspicion of foreigners 5.2e, 5.4a • Loyalty issues (Espionage Act of 1917, Sedition Act of 1918) 1.1b, 5.3b Aftermath of World War I • Woodrow Wilson's Fourteen Points 2.3b, 2.4a • Treaty of Versailles 2.1b, 2.3b • League of Nations 2.1b • Russian Revolution 2.2c • Rise of communism 2.2c, 5.1c	• FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA) 1.2b, 5.1a, 5.2a	• Reparations for human rights violations • Human and economic loss 4.1 **Postwar Years** • Increased productivity 4.1a, 4.1f • Improved technology 1.2b • Consumer demand 4.1b • Baby boom 3.1c • Growth of the suburbs and transportation 2.4c, 3.1d The U.S. as a world power • The United Nations 2.2c • Truman Doctrine 1.2d • Marshall Plan 1.2d • NATO/Warsaw Pact 1.2d, 2.3b, 2.4b	• Assassination of major leaders 1.2b • The feminist movement (1970s) 1.2b **Political Challenges (1960s–present)** • The Vietnam War 2.4c, 5.1c, 5.4c • Watergate Scandal 1.2b • Nixon's resignation 1.2b • Oil crisis/inflation 3.1d, 4.1c • Iranian Hostage Crisis 1.2c • Persian Gulf War (1991) 1.2c • Somalia, Bosnia (peacekeeping missions) 1.2c, 2.4b • Human rights Continuing challenges for the U.S. • Environmental issues 3.1d • Terrorism (9/11/2001) 1.2d • Civic responsibility 5.1d, 5.4c

UNIT 1 AN INDUSTRIAL SOCIETY	UNIT 2 THE PROGRESSIVE MOVEMENT	UNIT 3 THE UNITED STATES AS AN EXPANSIONIST NATION	UNIT 4 THE UNITED STATES BETWEEN WARS	UNIT 5 THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES	UNIT 6 FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE
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					• Social and economic justice 5.1d • Quality of life issues 5.4a • Increasing social programs 5.4b • NAFTA 1.2c • War in Iraq 1.2c, 3.1b • Contemporary immigration 5.1a, 5.1c, 5.2e, 5.3a, 5.3d

Information Fluency Continuum

- Ask authentic questions
- Revise questions to arrive at a manageable topic
- Define the purpose of the inquiry and align questions with the purpose
- Plan inquiry to test thesis
- Use a variety of search engines to do advanced searching
- Seek balanced view by using diverse sources
- Evaluate and select information based on authority, accuracy, and point of view
- Recognize the effect of different perspectives on information
- Gather evidence to determine the best-supported point of view
- Draw conclusions based on explicit and implied information
- Compare information found to tentative thesis; revise thesis as appropriate
- Use writing process to express new understandings
- Create products for authentic reasons
- Use 2 or 3 strategies for revising own work
- Cite all sources used using correct bibliographic format
- Use information to create original and creative products
- Read to predict outcomes, to answer questions, and to skim for facts
- Understand literal and implied meanings
- Participate in discussions and listen well
- Encourage team members to share ideas and opinions
- Design, publish, and present products that effectively communicate information
- Demonstrate understanding of intellectual freedom and intellectual property rights
- Identify themes that connect past and current events

STANDARD I – HISTORY OF THE UNITED STATES AND NEW YORK

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 1.1:
1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Student Performance Indicators:
1.1a: know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
1.1b: understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
1.1c: explain those values, practices, and traditions that unite all Americans

Key Idea 1.2:
2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Student Performance Indicators:
1.2a: gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
1.2b: recognize how traditions and practices were passed from one generation to the next
1.2c: distinguish between near and distant past and interpret simple timelines

Key Idea 1.3:
3. The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
1.3a: gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
1.3b: classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
1.3c: identify individuals who have helped to strengthen democracy in the United States and throughout the world

Key Idea 1.4:
4. The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.

Student Performance Indicators:
1.4a: consider different interpretations of key events and/or issues in history and understand the differences in these accounts
1.4b: explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state
1.4c: view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

STANDARD 2 – WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 2.1:

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Student Performance Indicators:

2.1a: read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

2.1b: explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop

2.1c: study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Key Idea 2.2:

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Student Performance Indicators:

2.2a: distinguish between past, present, and future time periods

2.2b: develop timelines that display important events and eras from world history

2.2c: measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BCE and CE as reference points

2.2d: compare important events and accomplishments from different time periods in world history

Key Idea 2.3:

3. The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:

2.3a: understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities

2.3b: gather and present information about important developments from world history

2.3c: understand how the terms social, political, economic, and cultural can be used to describe human activities or practices

Key Idea 2.4:

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Student Performance Indicators:

2.4a: consider different interpretations of key events and developments in world history and understand the differences in these accounts

2.4b: explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world

2.4c: view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

STANDARD 3 – GEOGRAPHY

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface.

Key Idea 3.1:

1. Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Student Performance Indicators:

3.1a: study about how people live, work, and utilize natural resources

3.1b: draw maps and diagrams that serve as representations of places, physical features, and objects

3.1c: locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians

3.1d: identify and compare the physical, human, and cultural characteristics of different regions and people

3.13: investigate how people depend on and modify the physical environment

Key Idea 3.2:

2. Geography requires the development and application of the skills of asking and answering geographic questions, analyzing theories of geography, and acquiring and organizing geographic information.

Student Performance Indicators:

3.2a: ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places

3.2b: gather and organize geographic information from a variety of sources and display it in a number of ways

3.2c: analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data

STANDARD 4 – ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Key Idea 4.1:
1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Student Performance Indicators:
4.1a: know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
4.1b: explain how people's wants exceed their limited resources and that this condition defines scarcity
4.1c: know that scarcity requires individuals to make choices and that these choices involve costs
4.1d: study how the availability and distribution of resources is important to a nation's economic growth
4.1e: understand how societies organize their economies to answer fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced?
4.1f: investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal

Key Idea 4.2:
2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Student Performance Indicators:
4.2a: locate economic information, using card catalogues, computer databases, indices, and library guides
4.2b: collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
4.2c: make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
4.2d: present economic information by developing charts, tables, diagrams, and simple graphs

STANDARD 5 – CIVICS, CITIZENSHIP, AND GOVERNMENT

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations, the United States Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 5.1:
1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Student Performance Indicators:
5.1a: know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
5.1b: explain the probable consequences of the absence of government and rules
5.1c: describe the basic purposes of government and the importance of civic life
5.1d: understand that social and political systems are based upon people's beliefs
5.1e: discuss how and why the world is divided into nations and what kinds of governments other nations have

Key Idea 5.2:
2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Student Performance Indicators:
5.2a: explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States
5.2b: understand the basic civil values that are the foundation of American constitutional democracy
5.2c: know what the United States Constitution is and why it is important
5.2d: understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government
5.2e: understand the structure of New York State and local governments, including executive, legislative and judicial branches
5.2f: identify their legislative and executive representatives at the local, state, and national governments

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Key Idea 5.3:
3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Student Performance Indicators:
5.3a: understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
5.3b: examine what it means to be a good citizen in the classroom, school, home, and community
5.3c: identify and describe the rules and responsibilities students have at home, in the classroom, and at school
5.3d: examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
5.3e: understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
5.3f: identify basic rights that students have and those that they will acquire as they age

Key Idea 5.4:
4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Student Performance Indicators:
5.4a: show a willingness to consider other points of view before drawing conclusions or making judgments
5.4b: participate in activities that focus on a classroom, school, or community issue or problem
5.4c: suggest alternative solutions or courses of action to hypothetical or historic problems
5.4d: evaluate the consequences for each alternative solution or course of action
5.4e: prioritize the solutions based on established criteria
5.4f: propose an action plan to address the issue of how to solve the problem

STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United State and New York.

Key Idea 1.1:
The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Student Performance Indicators:
1.1a: explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans
1.1b: interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution, and United States Constitution, Bill of Rights, and other important historical documents

Key Idea 1.2:
2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Student Performance Indicators:
1.2a: describe the reasons for periodizing history in different ways
1.2b: investigate key turning points in New York State and United States history and explain why these events or developments are significant
1.2c: understand the relationship between the relative importance of United States domestic and foreign policies over time
1.2d: analyze the role played by the United States in international politics, past and present

Key Idea 1.3:
3. The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
1.3a: complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
1.3b: gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
1.3c: describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
1.3d: classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious

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Key Idea 1.4
4. The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.

Student Performance Indicators:

1.4a: consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

1.4b: understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives

1.4c: compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

1.4d: describe historic events through the eyes and experiences of those who were there

STANDARD – WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 2.1:
1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Student Performance Indicators:
2.1a: know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
2.1b know some important historic events and developments of past civilizations
2.1c: interpret and analyze documents and artifacts related to significant developments and events in world history

Key Idea 2.2:
2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Student Performance Indicators:
2.2a: develop timelines by placing important events and developments in world history in their correct chronological order
2.2b: measure time periods by years, decades, centuries, and millennia
2.2c: study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes

Key Idea 2.3:
3. The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:
2.3a: investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
2.3b: interpret and analyze documents and artifacts related to significant developments and events in world history
2.3c: classify historic information according to the type of activity or practices: social/cultural, political, economic, geographic, scientific, technological, and historic

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Key Idea 2.4:
4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Student Performance Indicators:

2.4a: explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed

2.4b: analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians

2.4c: view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents

2.4d: investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions

STANDARD 3 – GEOGRAPHY

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface.

Key Idea 3.1:
1. Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Student Performance Indicators:
3.1a: map information about people, places, and environments
3.1b: understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models
3.1c: investigate why people and places are located where they are located and what patterns can be perceived in these locations
3.1d: describe the relationships between people and environments and the connections between people and places

Key Idea 3.2:
2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Student Performance Indicators:
3.2a: formulate geographic questions and define geographic issues and problems
3.2b: use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems
3.2c: present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
3.2d: interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems

STANDARD 4 – ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea 4.1:
1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Student Performance Indicators:
4.1a: explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
4.1b: define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems
4.1c: understand how scarcity requires people and nations to make choices which involve costs and future considerations
4.1d: understand how people in the United States and throughout the world are both producers and consumers of goods and services
4.1e: investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
4.1f: describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
4.1g: explain how nations throughout the world have joined with one another to promote economic development and growth

Key Idea 4.2:
2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Student Performance Indicators:
4.2a: identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
4.2b: organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
4.2c: evaluate economic data by differentiating fact from opinion and identifying frames of reference
4.2d: develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
4.2e: present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions

STANDARD 5 – CIVICS, CITIZENSHIP, AND GOVERNMENT

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 5.1:
1. The study of civics, citizenship, and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Student Performance Indicators:
5.1a: analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
5.1b: consider the nature and evolution of constitutional democracies
5.1c: explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
5.1d: analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases

Key Idea 5.2:
2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Student Performance Indicators:
5.2a: understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
5.2b: understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution
5.2c: compare and contrast the development and evolution of the constitutions of the United States and New York State
5.2d: define federalism and describe the powers granted the national and state governments by the United States Constitution
5.2e: value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality
5.2f: understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

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Key Idea 5.3:
3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Student Performance Indicators:
5.3a: explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
5.3b: understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities
5.3c: discuss the role of an informed citizen in today's changing world
5.3d: explain how Americans are citizens of their state and of the United States

Key Idea 5.4
4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

Student Performance Indicators:
5.4a: respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint
5.4b: explain the role that civility plays in promoting effective citizenship in preserving democracy
5.4c: participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

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